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ABSTRACT

The Indian Resources Development and Internship (IRDI) Program marked its fifth year by continuing to assist Indian tribes in developing a managerial, professional, and scientific corps of American Indians through college academic education and related practical work experience. Participants attended universities and pursued majors of their choice, considering tribal needs and individual interest. Program activities during the past fiscal year included: the American Indian Leadership Seminar (full report presented) held in Santa Fe, New Mexico during the legislative session; the 1980 university orientation for Indian high school students (full report presented) held in Las Cruces, New Mexico; four science and engineering summer programs at western universities sponsored by the Council of Energy Resource Tribes; other summer education and internship programs; continued effective recruitment and information dissemination; and extension of IRDI Program to cooperating Indian tribes in Arizona, Colorado, Nevada, New Mexico, and Utah. Attention was given by 17 land grant universities to the planned Indian Resources Development Institutes, and the Trust and Indian Real Property Management Undergraduate Degree Program made good progress at New Mexico State University. (AN)

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ANNUAL PROGRESS REPORT

THE INDIAN RESOURCES DEVELOPMENT AND INTERNSHIP PROGRAM

IRDI

FISCAL YEAR 1979 - 1980

SUBMITTED BY:

NEW MEXICO STATE UNIVERSITY

LAS CRUCES, NEW MEXICO

JUNE 30, 1980

RC 012 335

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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Indian Resources Development and Internship Program

Funding Sources and Sponsors

During the 1979-1980 fiscal year, funding for the Program came primarily for the W. K. Kellogg Foundation, the Four Corners Regional Council, and the New Mexico State Legislature (carry-over funds from previous year).

Sponsors and cooperators included the States of Arizona, Colorado, Nevada, New Mexico, Utah, Governors and alternates to the Four Corners Regional Commission; several state's agencies, the Bureau of Indian Affairs; central, area and agency offices and other federal agencies; Indian tribes and pueblos; Indian organizations; private companies and industry; many universities, colleges, departments, programs, many individuals, IRDI program graduates, participants, campus representatives, and others far too numerous to mention.

The W. K. Kellogg Foundation approved a new grant to fund a program for a period of three years to be used in connection with funding from other sources. The Four Corners Regional Commission approved a two-year grant to the Program, permitting program functions to be extended to the states and Indian tribes within the boundaries of Commission activities including Arizona, Colorado, Nevada, New Mexico, and Utah.

Summary of Activities

The Indian Resources Development

and

Internship Program (IRDI)

The Indian Resources Development and Internship Program (IRDI) is an imposing effort in cooperation with many universities, colleges, community colleges, high schools, federal and state agencies, Indian tribes and organizations, industries, companies, and individuals to assist Indian tribes develop their human and natural resources.

The Program was initiated in 1975 to assist the Navajo Tribe prepare members for scientific, professional, and supervisory positions on the Navajo Indian Irrigation Project in Northwest New Mexico. In 1976, the Program was extended to include assistance in preparation of tribal members in all areas of natural resources, energy and economic development, operation and management through college majors and related work experience in all fields of agriculture, engineering, business administration, mining, communications, computer science, environment, and related science areas. The Program benefits were also extended to all Indian tribes, pueblos, and members in the State of New Mexico. In 1979, Program benefits were extended to include all tribes and members in the States of Arizona, Colorado, Nevada, and Utah.

The Program is basically college academic education with related work experience assignments for Indian college students and graduates desiring to participate in the Program. Participants attend universities and pursue majors of their choice, considering tribal needs and individual

interest. A wide range of benefits is available to participants maintaining a grade point average (GPA) of 2.5 in the 4 point GPA system.

Expansion of territory and increased number of Indian tribes and tribal members eligible to participate in the program requires considerable effort on the part of program administrators and others to manage a greatly increased operation with the continuing very limited staff. We have plans to continue and expand the use of program participants, program representatives to campuses, and to designate representatives or contact persons in tribes, federal and state agencies, and companies.

Introduction

A prime program objective is to assist Indian tribes in developing a professional, scientific and managerial corps of American Indians through college academic education and related practical work experience. The program is directed towards tribal resource and human development.

The program has expanded this fiscal year to include cooperating Indian tribes in Arizona, Colorado, Nevada, New Mexico, and Utah. Requests for assistance continue to come from tribes and tribal members in many states. Colleges and universities in several states have asked for information on the program and how similar activities can be initiated at their institutions. High schools have been interested and most cooperative in all program activities.

The program continues to be revised and refined to meet expressed needs of Indian tribes and members.

Basic IRDI Program Activities are:

1. Presentations of program functions, operations, opportunities and benefits to high schools, universities and colleges, tribal groups, state and federal agencies, industries, and business concerns.
2. Recruitment activities, including high school students and graduates, college students and graduates, college drop-outs desiring to return and complete degrees.
3. Provision of work experience assignments to program participants.
4. Conducting seminars, field trips, and demonstrations for program participants, graduates and adult tribal leaders and members.

5. Conducting the high school orientation program for sophomore and junior students.
6. Assisting participants and other Indian students arrange to attend university summer programs in many states.
7. Arranging for IRDI program campus representatives on university, college, and high school campuses.
8. Arranging for IRDI program representatives to community, tribal, agency and other groups.
9. Use of IRDI representatives for some states.
10. Assisting the Navajo Higher Education--university consortium.
11. Assisting tribes, tribal groups and members establish development and demonstration projects, farms, ranches, businesses, and agri-businesses.
12. Assisting in establishing a university degree program: Trust and Indian Real Property Management.
13. Continued efforts on tribal and rural cooperatives.
14. Encouraging advanced degree programs by eligible Indian college graduates.
15. Continuing and improving assistance for participants in the areas of advice, guidance, counseling and academic assistance.
16. Assisting participants with part-time jobs, training situations, and permanent jobs.
17. Continuation of contacts with college graduates.
18. Continuing efforts on Indian Resources Development Institutes.
19. Maximum use of program participants and volunteers in all program related activities.

20. Activities on special project needs and problem areas.

21. Improving contact and follow-up with participants and graduates.

22. Adapting filing system for computer use.

23. New and related activities and program development.

The above and several related specialized assistance functions will be given more detailed attention later in the report.

Interest, participation, and support for the program continues with New Mexico tribes and pueblos and with Navajos, whose reservation covers parts of three states.

Introduction of program activities into Arizona, Colorado, and Nevada has proceeded well with considerable interest and support. Program administration, contact, presentation, and follow-up are presenting considerable concern due to the difficulty of covering the expanded area with limited staff and facilities.

Numbers of program participants continue to increase, as well as, applicants desiring to become participants from high school and college students and graduates. Participants are tending to enter more difficult science majors needed for tribal resource development and of individual interest to participants.

Student applications and referrals continue at a steady increase. Requests for program information have been received from tribes, students, universities and colleges in many states outside the present program area.

Visitations to high schools, universities, colleges and branches, Indian tribes, and federal and state agencies continue with an increased pace due in part to the tremendous increase in the area being covered. Considerable additional assistance has also evolved from many sources in

the expanded area covered. We have not diminished our regular contacts to cover the increased area. However, giving adequate coverage over the wide area requires careful planning, travel scheduling, and maximum use of volunteers and program representatives and participants, graduates, tribal members, and others.

Considerable attention has been given to the planned Indian Resources Institutes. Representatives of 17 Land Grant Universities met early in 1980 in Denver, Colorado, to consider the desirability of establishing institutes in states with Indian population and of participating.

Considerable interest was expressed with each university representative making appropiate contact with Indian tribes, organizations and leaders, other universities, colleges, state and federal officials, and elected representatives to determine need, support, and procedural matters.

The Institute Plan requires federal and state legislation and involved joint federal-state funding, with each state operating an independent institute in accordance with applicable federal and state laws and administrative action. The Institue's objectives are the education and training of tribal members, research into difficult resources problems and issues, and provision of technical assistance needed by Indian tribes. Development of a professional, scientific, and managerial core of tribal members is a prime objective. The Governor of New Mexico and the State Legislature authorized state institutes in 1979.

The Trust and Indian Real Property Management Undergraduate Degree Program is progressing with much interest on the part of students, tribes, federal and state agencies, and industry. Several federal agencies have expressed interest in the Program and in providing work experience assignments for participants.

Work experience and cooperative education assignments continue and are increasing in popularity and in number of participants.

Major activities and some special program functions will be covered in more detail later in the report.

Reports on Special Program Activities

The American Indian Leadership Seminar

The 1980 American Indian Leadership Seminar was held in Santa Fe, New Mexico, during the legislative session, February 6th to the 9th, with thirty-seven participants.

Governor Bruce King met with and addressed the participants, as well as most of his cabinet secretaries. Secretary for Finance and Administration, David King, was the banquet keynote speaker. Many legislators, tribal, federal, state, university, and other leaders participated in the seminar, breakfasts, and daily meetings and/or addressed the group. A copy of the complete seminar program and agenda follows.

THE FIFTH ANNUAL

AMERICAN INDIAN LEADERSHIP SEMINAR

INDIAN RESOURCES DEVELOPMENT AND INTERNSHIP PROGRAM

SCIENCES IN AGRICULTURE, ENGINEERING, ENERGY, BUSINESS, MANAGEMENT

ECONOMIC DEVELOPMENT, NATURAL RESOURCES AND ENVIRONMENT

FEBRUARY 5-9, 1980

SANTA FE, NEW MEXICO

SPONSORED BY:

W. K. KELLOGG FOUNDATION

FOUR CORNERS REGIONAL COMMISSION

INDIAN TRIBES

OTHER FEDERAL AND STATE AGENCIES

NEW MEXICO STATE UNIVERSITY

AND

OTHER COOPERATING UNIVERSITIES

Report of the

Fifth Annual American Indian Leadership Seminar

Santa Fe, New Mexico

February 5 - 9, 1980

Introduction

The 1980 American Indian Leadership Seminar was held in Santa Fe, New Mexico, as guest of Governor Bruce King and the New Mexico State Legislature, which was in session. The seminar was designed to provide the participants with greater exposure, understanding, and experiences about the fundamentals of leadership and the organizational, administrative, political, technical, and operative structure at the state and tribal levels of government. The emphasis was on administrative, scientific, and technical management in state and tribal governments related to natural and human resources development.

With the New Mexico Legislature in session, greater accessibility was offered to a wide variety of state agencies and departmental personnel, state legislators and others in leadership and decision making positions, as well as to observe the New Mexico Senate and the House of Representatives in session and the deliberation of legislation committees.

The Leadership Seminar is one part of the Indian Resources Development and Internship Program. The Leadership Seminar was a cooperative endeavor sponsored by the W. K. Kellogg Foundation, the Four Corners Regional Commission, the Bureau of Indian Affairs, other federal and state agencies, Indian tribes, New Mexico State University, and other cooperating universities.

The Seminar was planned and conducted under general leadership of Dr. William D. Gorman, Professor, Department of Agricultural Economics and Agricultural Business, and Mr. Russel E. Kilgore, Program Director, Indian Resources Development and Internship Program. They were assisted by Mr. Jacob Tejada, Seminar Coordinator, Miss Lydia Duran, Secretary, Department of Agricultural Economics and Agricultural Business, New Mexico State University, and 35 resource people, of which 12 were American Indian Leaders including Mr. William E. Hallett, Commissioner, Bureau of Indian Affairs in Washington, D. C.

The overall purpose of the Seminar was as follows:

To provide an opportunity for American Indian college participants, men and women, freshmen through graduates, participating in the Indian Resources Development and Internship Program to acquire added exposure, increase their knowledge and understanding about fundamentals of leadership, and become aware of the need for greater leadership development. The emphasis was on administrative, scientific, and technical management in state and tribal governments related to natural and human resources development, and to acquire a greater understanding of administrative and legislative functions and operations of state and tribal governments.

More specifically, the objectives were as follows:

That young American Indians

--become better informed about the fundamentals and functions of leadership in high level administrative, technical, and management positions in government

--get a broader and better understanding of various programs at state, national, and local levels of government, their impact

upon the Indian people and tribes, and upon the development of human and natural resources

--acquire greater understanding of the relationship of various factors associated with governmental, administrative, and technical management

--come in personal contact with state and Indian officials, state legislators, including administrative state personnel and Indian leaders

--become aware of the educational needs and experience for careers in government, and management, available to university students and graduates

--get a better understanding of state government, state agencies' relationship to tribal government, and the administration and operations of government at federal, state, and local levels

The Participants

A total of 48 persons, including the staff, guests and visitors, participated in the four-day seminar. Thirty-seven were Indian college students and graduates, some already in management, administrative and counseling positions. They consisted of 18 men and 19 women. They represented 16 colleges and universities and several tribes within the States of Arizona, Colorado, Nevada, New Mexico, and Utah. (For list of participants, see Appendix A). Of the 37 participants, three were college freshmen, five sophomores, three juniors, ten seniors, and sixteen graduates. The student participants were provided with travel expenses, and expense allowance and $100 stipend. Those with full-time employment did not receive a stipend.

In December, 1979, announcements of the Seminar together with an application were sent to many prospective applicants currently enrolled in the Indian Resources Development and Internship Program. Those presently attending college were recruited from among colleges and universities in the Four Corner States, plus Nevada. Some graduates were recruited from public agencies and private industry where they were employed. Factors used in the selection were: evidence of leadership traits and potential, a high grade point average in college studies, a high interest in agriculture, engineering, business administration, management, energy and related sciences. Assisting with recruiting and selection were college and university counselors, college student representatives of the Internship Program, Indian Tribes, and Bureau of Indian Affairs Personnel. The 1980 Leadership Seminar attracted applicants from various states, tribes, and pueblos not previously involved in program activities, as well as a proportionately high number of graduates. Many college student participants desiring to attend the seminar were unable to do so because of pressure of college projects and academic studies.

The Program:

The development and planning of the seminar program involved and reflected the combined efforts of many people, including the Governor of New Mexico, Mr. Bruce King, and members of his staff, state legislators, representatives from Indian tribes, and the All Indian Pueblo Council, former seminar participants, prospective new participants, Bureau of Indian Affairs at area and agency level, and at participating universities. (See Appendix B for Program Agenda). Especially helpful were State Representative Dr. William O'Donnell, State Senator Gladys Hansen, Mr.

David W. King, Secretary of the New Mexico Department of Finance and Administration.

The Program provided wide exposure and variety for the participants about governmental and interrelated functions comprising the state system of administrative programs of concern to all people including the American Indians. The participants observed legislative committee's hearings and the House of Representatives and the Senate in session. They learned the process of legislation formulation and the role, functions and influence of the various state agencies, departments and special interest groups in legislative matters. The seminar program palced great emphasis upon the Natural Resources in New Mexico, its situation, its development, present and future, and upon the human resources, among which were careers training needs, and employment opportunities in administrative management and technical agriculture, engineering, natural resources development, energy and related sciences, especially as these are applicable to the Indian population. Throughout the seminar the importance of professional preparation through education and experience was stressed for successful leadership. The participants were better able to assess the need for becoming better trained both academically and technically, and plan their future accordingly. The seminar provided the opportunity for student participants to learn of intern job opportunities for American Indians in the fields of natural resources management, economic and energy development, mining and minerals development, water resources and environment, in federal, state and tribal agencies, companies, and industry. Because of personal contacts made with prospective employers, participants learned of employment and training opportunities and the value of contacts with business leaders.

The seminar topics the participants rated of highest value to the participants were the following: Legal aspects of Indian Resources, water resources and water rights, energy resources, college majors and careers discussed by a panel of College Deans representing Colleges of Engineering, Agriculture, and Business Administration and Economics, and the message from Mr. David King, Secretary of the New Mexico Department of Finance and Administration. Other topics rating high were messages from speakers in leadership positions. Among those were Mr. Frank Tenorio, Secretary-Treasurer of the All Indian Pueblo Council and Mr. Frank Paul, Vice Chairman, Navajo Tribal Council. Their messages were mainly of encouragement and challenges to the students to prepare themselves through higher education to take their place among those in leadership positions, not only among the Indian people but in society in general. Mr. Paul further emphasized that Indians must also get professional work experience which is so necessary in the reservations. Each of the Indian speakers relayed their struggle and successes toward achieving greater competencies in quest of reaching their life goals, be it in technical, political, administrative or management competencies. Among the highlights of the program was the message by Mr. William E. Hallett, Commissioner, Bureau of Indian Affairs, Washington, D.C. In his message he outlined the general national objectives of the Bureau of Indian Affairs. He explained the relationship of the Bureau of Indian Affairs at national, area levels, and Indian tribes. Judging from the many questions he got from the seminar participants, his remarks provoked much thinking and concern about problems of and opportunities for American Indians and the direction the Bureau at national level was pursuing. Considerable time was devoted in the seminar to higher academic needs, degrees, and advanced

degrees, as well as financial assistance and other services available to American Indians who want to pursue education beyond high school.

A welcomed visitor participant throughout most of the seminar was Dr. Gary King, Program Director, W. K. Kellogg Foundation, one of the sponsors of the Indian Resources Development and Internship Program. Through his remarks, Dr. King expressed the Foundation's faith, support, and sincere dedication to help the development of American Indians, their communities, tribes, and pueblos. New Mexico Governor, Bruce King expressed concern about the rate of unemployment among New Mexico Indians and pledged his support to help promote employment opportunities for them not only within state agencies but also on Indian reservations and elsewhere. He stressed the need for skilled and professionally trained Indians. He encouraged the students to acquire higher education as a means to increase their employability.

The seminar participants left with a much better understanding of the opportunities open for them, a more complete understanding of the New Mexico legislative functions and operations, and, also, about the interrelationship of the various state agencies and departments and the Indian tribes. The participants are better able to assess why and how their wants should be in balance with other segments of society and the state and national economy.

There was active involvement of the participants with most seminar speakers. Through this interchange of communications the speakers became more aware and sensitive to the attitudes, concerns, and felt needs of the young Indian men and women.

Throughout the seminar, it was constantly stressed upon the seminar participants that this was a leadership development seminar, therefore,

they should look for and access those leadership attributes, traits, qualities, functions, competencies, and training requirements of the seminar speakers, tribal leaders, state legislators, state officials, and others with whom they came in contact. The participants were to evaluate those factors in terms of their individual goals, values, training, and leadership abilities as present and future leaders among the Indian people and among society in general. As one additional means for developing greater experience in leadership, developing confidence and skill, the participants presided at each seminar session.

At the conclusion of the seminar each participant who completed the seminar was awarded a certificate in recognition of their achievement.

Seminar Evaluation

In finalizing the seminar program, the participants were involved in oral and written evaluation of the seminar. Also participating in the evaluation were resource people and members of the training team. Suggestions for future seminar locations, program ideas, and speakers were obtained.

Over all the participants responding to the written questionnaire rated the seminar "very good or excellent". Only two thought it was "good". The staff concurs with the rating made by the participants. The respondents rated the value to them of the various sessions or program topics felt those dealing with legal aspects of Indian resource development, including water rights, were of most value to them. They also expressed having derived great value from the sessions with speakers who are American Indian Leaders, high officials of the State of New Mexico, and those in high administrative positons. Included among activities of

high interest were the sessions the students attended while the legislature was in session and in legislative committee meetings. Among the things the participants said were outstanding about the seminar were: (1) becoming aware of the legislative process of the state government; (2) the exposure to the diverse professional and the great efforts involved in each field in order to maintain optimum efficiency; (3) the wide variety and high quality of the speakers and their ability to answer the questions asked them and including their attitude about being in leadership positions; (4) the discussions about the problems facing the State of New Mexico, the region, and Indian tribes because of energy crisis; (5) the opportunity for acquaintance and sharing of ideas and concerns with students in other colleges and members of other tribes within and out of state; (6) the discussion about inflation effects, present and future, upon the economy, agricultural productions, natural resources and scientific technological developments in general; (7) the large number of Indian speakers; (8) the opportunity for establishing contacts with people in position to help the students with employment, continued educational advancement and other felt needs; and (9) the high quality of the seminar program.

The respondents listed very few things about the seminar that they disliked or which were least effective. Among those mentioned were: (1) the inadequacy of the conference room to accommodate the number of participants and guests involved; (2) lack of sufficient time and opportunities for more questions and answers; (3) not enough use of visual aids; and (4) program somewhat lacking in balance in regard to the needs and concerns of other Indian tribes.

In general, all the speakers were well accepted, competent in their assigned or chosen topic, and effective in their presentation considering the limited time allowed each one.

Recommendations:

The participants want to be involved in helping plan next year's seminar. This suggestion and recommendations together with those from resource people and the seminar staff and experiences gained from previous year's seminar, form the basis for the following suggestions and recommendations: (1) Involve in the planning of seminars more participants who have attended previous leadership seminars; (2) continue to use a high number of young American Indian and Indian leaders as speakers; (3) continue selection of students and graduates with high interest and leadership potential. Hold numbers to about 30 but expand the number of tribes and pueblos represented; (4) continue to use and involve seminar participants in presiding and conducting program sessions as means to improve their leadership skills; (5) consider holding the 1981 seminar in one of the following locations: Window Rock, Arizona, Arizona State University, New Mexico State University-Branch Campus in Farmington, New Mexico, University of Arizona, Washington, D. C., Denver, Colorado, or an Indian Reservation; (6) include in the seminar program a panel with members who have previously atended one or more leadership seminars such as this one; (7) schedule the seminar to coincide with the universities' spring break; (8) announce the seminar at least four months in advance of the scheduled date; (9) provide better conference rooms and facilities; (10) include a session on the Council of Energy Resource Tribes (CERT); and (11) continue the session on pursuing higher academic education.

Appendix A

LIST OF PARTICIPANTS

1980 AMERICAN INDIAN LEADERSHIP SEMINAR

Barber, Orleen
P. O. Box 324
Fruitland, New Mexico 87416
College - N.M.S.U., SAN JUAN BRANCH
Major - Forestry
Class - Senior
Tribe - Navajo
Present Position - Student

Benally, Ielene
P. O. Box 37
Fruitland, New Mexico 87416
College - N.M.S.U., SAN JUAN BRANCH
Major - Horticulture
Class - Graduate
Tribe - Navajo
Present Position - Navajo Community College Agriculture Department

Billison, Sam
SUPO, Box 10626
Tucson, Arizona 85720
College - University of Arizona
Major - Animal Science
Class - Sophomore
Tribe - Navajo
Present Position - Student

Blossom, Lelin
Career Program
650 South Rock Blvd.
Reno, Nevada 89502
College - San Francisco College
Major - Education
Class - Graduate
Tribe - Shoshone
Present Position - Nevada Inter-tribal Council-Counselor

Bowman, Charlene
2250 E. Missouri, Apt. 8A
Las Cruces, New Mexico 88001
College - N.M.S.U. - LAS CRUCES
Major - Agronomy
Class - Senior
Tribe - Navajo
Present Position - Student

Brown, Cynthia
P. O. Box 907
Fruitland, New Mexico 87416
College - N.M.S.U.-San Juan Branch
Major - Accounting
Class - Senior
Tribe - Navajo
Present Position - Student

Chee, Marianita
Box 2049
Campus Station
Socorro, New Mexico 87801
College - New Mexico Institute of Mining Technology
Major - Mining-Engineering
Class - Senior
Tribe - Navajo
Present Position - Student

Dennis, Lorraine
P. O. Box 1626
Espanola, New Mexico 87532
College - College of Santa Fe
Major - Social Service
Class - Graduate
Tribe - Santa Clara
Present Position - Counselor

Francisco, Casey
419 Mac Arthur Drive
Las Cruces, New Mexico 88001
College - N.M.S.U.-Las Cruces
Major - Animal Science
Class - Senior
Tribe - Navajo
Present Position - Student

Jayne, Jo Ann
P. O. Box 1152
Shiprock, New Mexico 87420
College - Arizona State University
Major - Agricultural Business
Class - Graduate
Tribe - Navajo
Present Position - Navajo Wool Marketing Company

Jake, Tony
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College - Weber State
University
Major - Finance
Class - Senior
Tribe - Navajo
Present Position - Student

Kent, Betsy
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Southern Ute Tribe
Ignacio, Colorado 81137
College - Fort Lewis
Major - Business
Class - Freshman
Tribe - Southern Ute
Present Position - Student

Kent, Cynthia
P. O. Box 737
Southern Ute Tribe
Ignacio, Colorado 81137
College - Carson Newman
Major - Sociology
Class - Graduate
Tribe - Southern Ute
Present Position - Southern Ute Tribe
Education Department

Lange, Sarah
c/o Ms. Linda Taylor
Bureau of Indian Affairs
Ute Mountain Ute Agency
Towaoc, Colorado 81334
College - Navajo Community College
Major - Education
Class - Graduate
Tribe - Ute Mountain
Present Position - Ute Mountain Tribe
Education; Johnson O'Malley,
Coordinator

Lehi, Doris
Ute Mountain Ute Agency
Towaoc, Colorado 81334
Tribe - Ute Mountain
Present Position - Ute Mountain Tribe
Office of Employment Assistance

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College - New Mexico Highlands
University
Major - Social Work
Class - Graduate
Tribe - Nambe Pueblo
Present Position - Student

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Price, Utah 84501
College - Eastern Utah College
Major - Social Work
Class - Freshman
Tribe - Jicarilla/Apache
Present Position - Student

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College - Eastern Utah College
Major - Wildlife Management
Class - Freshman
Tribe - Southern Ute
Present Position - Student

Martinez, Cameron
929 5th Street
Greeley, Colorado 80631
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Major - Forest Management
Class - Junior
Tribe - Taos Pueblo
Present Position - Student

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Personnel Manager
Navajo Communications
Box 707
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College - Arizona State University
Major - Agricultural Business
Class - Graduate
Tribe - Navajo
Present Position - Navajo
Communications Personnel
Manager

Nez, Randolph
General Delivery
Dulce, New Mexico 87528
College - N.M.S.U. Las Cruces
Major - Agricultural Business
Class - Senior
Tribe - Jicarilla/Apache
Present Position - Student

Peabody, Josephine
Box 542
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College - Eastern New Mexico University
Major - Business Administration
Class - Freshman
Tribe - Ute Mountain
Present Position - Student

Raymond, Tracy
Box 612
Bloomfield, New Mexico 87413
College - N.M.S.U. - San Juan Branch
Major - Geological Engineering
Class - Sophomore
Tribe - Navajo
Present Position - Student

Ridley, Aldon
1807 Carson Street, Suite 25
Carson City, Nevada 89701
College - Western Nevada University
Major - Business Administration
Class - Sophomore
Tribe - Paiute
Present Position - Student

Roanhorse, Lillie
917 Ortiz, N.E.
Albuquerque, New Mexico 87108
College - University of New Mexico
Major - Business
Class - Graduate
Tribe - Navajo
Present Position - Student

Sando, Harold
Director, Natural Resources
All Indian Pueblo Council
1015 Indian School Road, N.W.
Albuquerque, New Mexico 87197
College - Eastern New Mexico University
Major - Political Science
Class - Graduate
Tribe - Jemez
Present Position - All Indian Pueblo Council Director Natural Resources

Smith, Sherry
1080 E. Kaibab Lane, #30A
Flagstaff, Arizona 86001
College - Northern Arizona University
Major - Business
Class - Junior
Tribe - Navajo
Present Position - Student

Soci, Beatrice
New Mexico Highlands University
Box 212
Las Vegas, New Mexico 87701
College - New Mexico Highlands University
Major - Social Work
Class - Graduate
Tribe - Santo Domingo
Present Position - Student

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College - University of Arizona
Major - Agricultural Education
Class - Graduate
Tribe - Navajo
Present Position - Agricultural Director at St. Michael's Association for Special Education

Tafoya, Leon
Box 1047
Espanola, New Mexico 87532
College - College of Santa Fe
Major - Public Administration
Class - Senior
Tribe - Santa Clara
Present Position - Student

Thomas, Marshall
Garcia Hall C-133
Las Cruces, New Mexico 88003
College - N.M.S.U. - Las Cruces
Major - Engineering Technology
Class - Senior
Tribe - Laguna
Present Position - Student

Thomas, Rochelle
Box 85
Owyhes, Nevada 89832
College - Brigham Young University
Major - Business Administration
Class - Sophomore
Tribe - Paiute
Present Position - Student

Toledo, Rose
2101 East 11th Street
Farmington, New Mexico 87401
College - Fort Lewis College
Major - Business Administration
Class - Graduate
Tribe - Navajo
Present Position - Accounts Payable Clerk

Stevenson, Janet
200 North Whitcomb, #5
Fort Collins, Colorado 80524
College - Colorado State University
Major - Animal Science
Class - Senior
Tribe - Navajo
Present Position - Student

Yazzie, Virginia
P. O. Box 1081
Blanding, Utah 84511
College - N.M.S.U. - Las Cruces
Major - Animal Science
Class - Graduate
Tribe - Navajo
Present Position - Supervisor - UNDC
Utah-Navajo Development Council

Zamora, Luis
Box 14
San Fidel, New Mexico 87020
College - N.M.S.U. - Grants Branch
Major - Education
Class - Sophomore
Tribe - Taos Pueblo
Present Position - Student

STAFF

Ms. Lydia Duran, Secretary
Mr. Russel E. Kilgore
Program Director
Mr. Jacob Tejada
Seminar Coordinator
Dr. William D. Gorman
Professor
Department of Agricultural
Economics & Agricultural
Business
P. O. Box 3169
New Mexico State University
Las Cruces, New Mexico 88003

Appendix B

AGENDA

INDIAN RESOURCES DEVELOPMENT AND INTERNSHIP PROGRAM

THE FIFTH ANNUAL

AMERICAN INDIAN LEADERSHIP SEMINAR

FEBRUARY 5 - 9, 1980

SANTA FE, NEW MEXICO

-PROGRAM-

TUESDAY, FEBRUARY 5: ENROUTE TO SANTA FE, NEW MEXICO

HEADQUARTERS: Garret's Desert Inn
311 Old Santa Fe Trail
Santa Fe, New Mexico 87501
Telephone No. 505-982-1851

P.M. -Desert Inn

6:00 -Registration and Get Acquainted, Conference Room
Mr. Jacob Tejada, Seminar Coordinator
-Buffet Dinner, Conference Room
-Orientation and Business Session, Conference Room

WEDNESDAY, FEBRUARY 6: NEW MEXICO'S RESOURCES

A.M. -Desert Inn

6:45-7:45 -Breakfast, Dining Room

8:00 -Opening Session

-Presiding - Francis Mike, IRDI Participant and
Executive Director of Navajo Communications
Window Rock, Arizona

-Introductions
Jacob Tejada, Seminar Coordinator,NMSU

-Welcome
Nick L. Salazar, State Representative,
Rio Arriba County, New Mexico

-Response to the Welcome
Herman Spencer, IRDI Participant, University of
Arizona, Director of Agriculture Program,
St. Michael's Association for Special Education,
Window Rock, Arizona

8:20 -Keynote Speaker
George Dawson, Head/Professor,
Department of Agricultural Economics
and Agricultural Business, NMSU

8:50 -New Mexico Natural Resources
William Huey, Secretary
Natural Resources Department
State of New Mexico
Santa Fe, New Mexico

9:20 -How to work with the New Mexico Legislature
Robert Kirkpatrick, Vice President of
Finance, NMSU

9:40 -Interests, concerns, and support to U.S. Agriculture, Indian Resources Development, and the Indian Internship Program
Gary King, Program Director,
W. K. Kellogg Foundation,
Battle Creek, Michigan

9:50 -Walk to State Capitol

10:30 -Visit the New Mexico Legislature in Session
Group I - House of Representatives
Group II - Senate

11:15 -Rotate Groups

P.M.

12:05 -Luncheon, Desert Inn, Conference Room
-Presiding
Cameron Martinez, IRDI Participant,
Colorado State University Forestry
Student

-Guest Speaker
Bruce King, Governor, State of New Mexico,
Santa Fe, New Mexico

Special Guests
Alice King, First Lady
William O'Donnell, New Mexico State
Representative, Dona Ana County

1:30 -Desert Inn, Conference
-Presiding
Jo Ann Jayne, Graduate of Arizona State
University, Director, Navajo Wool Project,
Shiprock, New Mexico

-New Mexico Agricultural Resources
William P. Stephens, Secretary of Agriculture of the State of New Mexico, Las Cruces

2:00 -New Mexico State Personnel System. It's functions and operations.
Leo Griego, Director, State Personnel Office, Department of Finance and Administration, Santa Fe, New Mexico

2:30 -Recess
-Presiding
Leon Tafoya, IRDI Participant, College of Santa Fe, Business Administration Student

3:00 -New Mexico Energy Resources
Larry Kehoe, Secretary, Energy and Minerals Department, State of New Mexico, Santa Fe, New Mexico

3:30 -Visit Palace of the Governors, Palace Avenue

EVENING:
-Attend Legislative Committee Sessions

THURSDAY, FEBRUARY 7:

A.M.

6:45 -Breakfast, Desert Inn

8:00 -Desert Inn, Conference Room
-Presiding
Rose Mary Toledo, IRDI Participant, Fort Lewis College Graduate

-How the New Mexico State Legislature Operates
Gladys Hansen, New Mexico Senator, Dona Ana County

8:30 -The New Mexico Office of Indian Affairs. It's organization, functions, and operations.
Joe H. Herrera, Executive Director
New Mexico Office of Indian Affairs, Santa Fe, New Mexico

9:00 -New Mexico Institutions of Higher Learning
Donald Stuart, Director, Board of Education and Finance, Santa Fe, New Mexico

9:30 -Recess

10:00 -Walk to the Capitol Building
-Visit the Legislature in Session

P.M.

12:05 -Luncheon, Desert Inn, Conference Room
-Presiding
Harold Sando, Natural Resources Officer,
All Indian Pueblo Council,
Albuquerque, New Mexico

-Guest Speaker
Frank Tenorio, Secretary-Treasurer,
All Indian Pueblo Council,
Albuquerque, New Mexico

1:30 -Attend and Observe Legislative Committee's in Session
Revenue and Taxation Committee
Senate Finance Committee
House Appropriations & Finance Committee

3:30 -Tour-
Museum of Fine Arts, Palace Avenue

7:00 -Banquet, Hilton Inn, Conquistador Room
100 Sandoval Street
-Presiding
Charlene Bowman, IRDI Participant,
NMSU, Agronomy Student

-Introduction of Guest Speaker
Francis Mike, Personnel Manager,
Navajo Communications Company,
Window Rock, Arizona

-Guest Speaker
David W. King, Secretary,
Department of Finance & Administration,
Santa Fe, New Mexico

FRIDAY, FEBRUARY 8:

A.M.

6:45 -Breakfast, Desert Inn

8:00 -Desert Inn, Conference
-Presiding
Victor Lujan, IRDI Participant,
New Mexico Highlands University,
Business Administration Student

-The Four Corners Regional Commission
It's organization, function, and operation.
Louis D. Higgs, Executive Director,
Four Corners Regional Commission,
Albuquerque, New Mexico

9:00 -Introduction of Guest Speaker
Russel E. Kilgore, Program Director
Indian Resources Development and
and Internship Program, Las Cruces,
New Mexico

-Inter-relationship of Federal Agencies and Indian Tribes
William E. Hallett, Commissioner
Bureau of Indian Affairs,
Washington, D.C.

10:00 -Recess

10:15 -Presiding
James Enote, IRDI Participant,
Colorado State University,
Engineering Student

-Panel- Legal Aspects of Indian Resources Development
Mrs. Claudeen Arthur, Field Solicitor,
Bureau of Indian Affairs,
Window Rock, Arizona

Harold Ronquist, Field Solicitor
Bureau of Indian Affairs,
Albuquerque, New Mexico

11:00 -New Mexico Water Resources and Water Rights
Richard Simms, General Council
for State Engineering and Interstate
Streams Commission, Santa Fe, New Mexico

12:05 -Luncheon, Desert Inn, Conference Room
-Presiding
Janet Stevenson, IRDI Participant,
Colorado State University, Animal
Science Student

-Guest Speaker
Frank Paul, Vice Chairman, Navajo
Tribal Council, Window Rock, Arizona

1:30 -Presiding
Tracy Raymond, IRDI Participant,
NMSU, San Juan Campus

-Status of the Indian Self-Determination Act
Anthony Lincoln, Acting Chief,
Indian Self-Determination Office,
Bureau of Indian Affairs,
Albuquerque, New Mexico

2:05 -Field Functions of the Bureau of Indian Affairs
Kenneth Payton, Area Director,
Albuquerque Area Office, Albuquerque,
New Mexico
Edward O. Plummer, Superintendent of
Eastern Navajo Agency,
Crownpoint, New Mexico

2:50 -Recess

3:00 -Presiding
Virginia Yazzie, IRDI Participant,
Shiprock, New Mexico

-Status of the Navajo Indian Irrigation Project
Navajo Agricultural Products Industries
Arthur Allison, Assistant General Manager
Navajo Agricultural Products Industries,
Farmington, New Mexico

3:35-4:30 -Panel- College Majors and Careers
-Moderator
William D. Gorman, Professor,
Department of Agricultural Economics
and Agricultural Business, NMSU

-Panelists
Curtis C. Graham, Dean, College of
Business Administration and Economics, NMSU
John M. Hernandez, Dean, College of
Engineering, NMSU
L. S. Pope, Dean, College of
Agriculture and Home Economics, NMSU

4:30 -Recess

4:45-8:30 -Presiding
Marianita Chee, IRDI Participant,
New Mexico Institute of Mining and
Technology, Mining Engineering Student

-Presentations and individual contacts by participants with representatives of companies, tribes, federal and state agencies, and industry, regarding careers and job opportunities; supplemented with visual displays

6:00 -Buffet Dinner - Desert Inn
-Continuation of conferences and student contacts with representatives on careers and job opportunities

SATURDAY, FEBRUARY 9:

A.M.

6:45 -Breakfast, Desert Inn

8:15 -Desert Inn, Conference
-Presiding
Randolph Nez, IRDI Participant, NMSU, Agricultural Business Management Student

-The Challenge to Indian Citizens for Leadership Development
William O'Donnel, New Mexico State Representative, Dona Ana County

8:45 -Opportunities in Agriculture and AgriBusiness Industries
L. S. Pope, Dean and Director, College of Agriculture and Home Economics, NMSU

9:30 -Recess
-Presiding
Sam Billison, Jr., IRDI Participant, University of Arizona, Pre-Vet Student

9:45 -Careers with Indian Tribes, college degree and advanced degree needs and opportunities
Samuel Billison, Director, Division of Education, Navajo Tribe, Window Rock, Arizona

10:15 -The Indian Tribes in Nevada
Lelin Blossom, Career Program, Inter-tribal Council, Reno, Nevada

10:30 -Seminar evaluation and closing session
Russel E. Kilgore
Jacob Tejada

12:00 -Adjournment

-HAVE A SAFE TRIP HOME-

Appendix C

INDIAN LEADERSHIP SEMINAR

Santa Fe, New Mexico

Participants Evaluation
Statistical Summary

1. Total number of participants (including visitors) ---- 44

2. Total number completing the evaluation form ---------- 25

3. Classification of the participants responding:
   a. Freshman---------- 2
   b. Sophomores ---------- 5
   c. Juniors ---------- 3
   d. Seniors ---------- 4
   e. Graduates and others (declined to state) 11
      Males ---------- 8
      Females ---------- 14
      Decline to state ---------- 3

4. Overall rating of the seminar:
   a. Poor ---------- 0
   b. Fair ---------- 0
   c. Good ---------- 2
   d. Very Good ---------- 12
   e. Excellent ---------- 10

5. Participants rating of each session in terms of "How valuable each session was to them". (Not all responded to each session)

	Extent of Value		
Session Topic	Some	Much	Great
Keynote Speakers Message	3	10	6
New Mexico Natural Resources	5	9	6
Working with the N.M. Legislature	5	12	4
Message from the W. K. Kellogg F.D.A.	4	10	8
Visit to the N.M. House of Representative Sessions	5	8	5
Visit to the N.M. Senate	4	9	5
The Luncheon Speaker Message	2	10	5
New Mexico Agricultural Resources	4	13	3
New Mexico Energy Resources	1	4	8

Session Topic	Extent of Value		
	Some	Much	Great
New Mexico Personnel Systems	13	5	4
How the New Mexico State Legislature Operates	6	8	8
The New Mexico Office of Indian Affairs	6	9	6
New Mexico Institute of Higher Learning	5	13	3
Visit to the Legislature	3	11	6
Luncheon Speakers Message	5	3	11
Legislative Committe's Session	10	4	3
The Banquet Speakers Message	4	8	11
Inter-Relationship of Federal Agencies and Indian Tribes	8	10	5
Legal Aspects of Indian Resources	3	8	12
New Mexico Water Resources & Water Rights	4	12	8
The Luncheon Speakers Message	9	6	8
Field Function of the B.I.A.	11	5	4
Status of the Navajo Irrigation Project and NAPI	6	9	6
The Panel College Majors & Careers		8	9
Session with Industry, Agencies-Tribes etc.	6	6	2
Opportunities in Ag. and Ag. Business Industries	2	13	3
Careers with Indian Tribes	8	2	4
College Degree--Advanced Degree Needs and Opportunities	6	4	4
The Indian Tribes in Nevada	10	7	3

The 1980 University Orientation

for

Indian High School Students

The 1980 Orientation was held at the New Mexico State University Campus in Las Cruces, June 8th - 14th. Attendance and participation in the orientation was excellent. Quality and interest of participants continues to be impressive. The program and information presented to students continues to improve through experience and suggestions by participants. Among many highlights of the orientation was the keynote address by the Honorable Wendell Chino, President of the Mescalero Tribal Council. Press, television, and radio coverage of the orientation was excellent with impressive multi-state coverage given to President Chino's presentation. Representative newspaper articles, the orientation agenda, and report follows.

INDIAN RESOURCES DEVELOPMENT AND INTERNSHIP PROGRAM

FOURTH ANNUAL

AMERICAN INDIAN HIGH SCHOOL STUDENT ORIENTATION

June 8 - 14, 1980

NEW MEXICO STATE UNIVERSITY
Las Cruces, New Mexico

Sponsored by:

NEW MEXICO HIGH SCHOOLS

BUREAU OF INDIAN AFFAIRS

W. K. KELLOGG FOUNDATION

INDIAN TRIBES AND PUEBLOS

FOUR CORNERS REGIONAL COMMISSION

OTHER FEDERAL AND STATE AGENCIES

1980 REPORT OF THE AMERICAN INDIAN HIGH SCHOOL STUDENT ORIENTATION

INTRODUCTION

The orientation is a part of the Indian Resources Development and Internship Program with headquarters at New Mexico State University. The program is conducted in cooperation with New Mexico high schools, Indian tribes and pueblos, the Bureau of Indian Affairs, the Four Corners Regional Commission, and the W. K. Kellogg Foundation Association.

The 1980 orientation covered seven days, June 8 through 14, including travel time. It was designed to acquaint American Indian high school sophomores and juniors with a wide variety of academic college majors, programs, careers, and job opportunities. The emphasis was in agriculture, management, engineering, business administration, economics, natural resources, and energy. The orientation students learned about and received general understanding of financial and other college services available to the students to help them adjust and succeed in college studies. The students had exposure to actual college life situations including housing, food service, recreation, sports and physical development, and contacts with college students and faculty members.

The orientation was conducted under the leadership and supervision of Dr. William D. Gorman, Professor of the Department of Agricultural Economics and Agricultural Business, and Mr. Russel E. Kilgore, Program Director of the Indian Resources Development and Internship Program. They were assisted by Jacob Tejada, Orientation Coordinator, Mrs. Jo Ann Hill, Instructor in Physical Education and Health Science, 48 volunteer faculty and staff members

of New Mexico State University, six college student peer counselors, and two adult high school counselors/chaperones. Guest speakers included Mr. Wendell Chino, President of the Mescalero Apache Tribal Council. A total of 66 students participated: 20 boys and 46 girls, an increase of 18 students over 1979. They represented 31 high schools with Indian student enrollment, five more than in 1979 (see Appendix A for list of students, schools, and tribes). The students were provided with lodging, food, transportation, and limited medical group insurance at no cost to them. In addition, each student received a $50.00 stipend and free use of most university recreational and sports facilities.

OBJECTIVES

The overall purpose of the orientation was the following:

> provide opportunity for Indian high school students to get acquainted with university and campus life, faculty, facilities, and student services, and to be exposed to college academic majors in agriculture, engineering, energy, and business administration and management

More specifically, that the 1979-80 high school sophomores and juniors

> become acquainted with university life at NMSU, its faculty, facilities, and services available to the students
>
> learn about college majors in agriculture, engineering, business administration and related careers
>
> become stimulated and motivated to want to pursue academic education beyond the high school level and pursue those courses of study in high school that will help them to prepare more closely to be successful in college studies leading to their career objectives
>
> interact with NMSU college students and faculty on campus

PROGRAM CONTENT

A six-person advisory planning committee assisted with the development of the program objectives, general organization, and content of the orientation. The committee members represented the office of American Indian Studies, the

Colleges of Agriculture, Engineering, Business Administration and Economics, and the Indian Resources Development and Internship Program. The committee took into consideration the recommendations and suggestions offered by peer student counselors, faculty, and orientation students from previous years. In general, the orientation program consisted of the following (see Appendix B for full program agenda).

1 1/4 day:	General introduction to New Mexico State University, its organizational structure, administration, services available to the students, and campus facilities including a tour of the library
1 1/2 day:	College of Agriculture and Home Economics
1 1/4 day:	College of Engineering
3/4 day:	College of Business Administration and Economics
2 days:	Travel, Sunday, June 8 and Saturday, June 14

The orientation provided a balance of classroom-type instruction, fieldwork, tours, laboratory visitations and demonstrations, free time, and planned recreation. The students readily accepted and were well pleased with the program and activities. The program was designed to provide as wide a variety of exposure and learning experiences as the available time would permit. Field work in animal science, agronomy and horticulture was purposely held during the mornings to minimize the discomfort from the summer heat as much as possible. The visit to Legg's Productions, Inc., a local manufacturing firm, was very well accepted by the students. The firm provided excellent opportunities to learn and reinforce the need for trained and skillful personnel in production, engineering, management, skilled labor, marketing and accounting.

The sessions held, dealing with services and programs available to college students, were highly acceptable to the student participants. Discussions included financial programs administered by various departments within New Mexico State University and others, and the cooperative education (Co-op)

program. Counseling and special student development services were given high emphasis. The students were made aware of services available to them at the college level to help them adjust and succeed in their studies. The engineering phase of the orientation was rated highly by the students.

The highlight of the orientation was the keynote message delivered by Mr. Wendell Chino, President of the Mescalero Apache Tribal Council, at the luncheon/banquet. His message of encouragement and challenge was appropriate, timely, and in keeping with the 1980 orientation objectives. The luncheon session was further enhanced by the attendance of university deans, administrative staff, department heads, and faculty members of New Mexico State University. These afforded them and the students the opportunity to become acquainted and exchange ideas, which proved mutually beneficial.

There was greater participation in the planned sports than in previous years. This, in part, was due to the competitive sports held with other groups and faculty members.

STUDENT RECRUITMENT AND SELECTION

Recruitment of students for the orientation started in January. Written informational material was sent in February to New Mexico high schools with Indian student enrollment. The informational material was designed to get the cooperation and assistance of high school counselors and principals to publicize, encourage, and help eligible students to apply before April 15. An application from the student was required. Similar information was sent to concerned personnel in the Bureau of Indian Affairs (BIA), Indian tribal officials, Indian Resources Development and Internship Program student representatives in high schools, and to representatives of the Johnson O'Malley program (letter attached as Appendix D).

It was proposed that each high school with Indian student enrollment

select one candidate and at least one alternate student to participate in the orientation. Students selected should have demonstrated leadership traits, high interest in pursuing academic education beyond high school level in the areas of agriculture, engineering, business administration, management, energy, and related fields, as well as scholastic ability (2.5 or higher grade point average). In April, follow-up contacts were made with high school counselors or principals not having already referred students.

A total of 87 students applied from 33 high schools in New Mexico, two each in Colorado and Arizona, and one in Utah. The number of female applicants was more than double the number of male applicants. Seventy-two students were sent written invitations to participate in the orientation (see Appendix E), of which 66 students attended representing 14 different tribes and/or pueblos (see Appendix A for list of participants, schools, tribes). The students consisted of 20 high school sophomores, 43 juniors, and 3 seniors. Especially helpful in publicizing the orientation and encouraging and motivating eligible high school students to apply were prior year orientation students who were also the IRDI student campus representatives in their respective high schools.

TRAVEL

The majority of the students participating came from communities over 300 miles distance from New Mexico State University. Most were transported in two school-type buses. One served the students from the Tohatchi, Gallup, Zuni, and Laguna areas, and the other from the Shiprock, Farmington, Cuba, Jemez Springs, Espanola, Santa Fe, and Albuquerque areas. The students from Espanola, McCurdy Mission, Pojoaque, and Santa Fe high schools were transported to Albuquerque to meet the bus serving the Shiprock area. The arrangements were made by Mr. Ramos Sanchez, Director of the Eight Northern Indian Pueblo Council Education Talent Search Project. The students from Tularosa High

School were transported by the parents of one of the students. The student from Ft. Duchense, Utah traveled by commercial bus. His travel expense was provided by the Ute Tribe.

MEDICAL CARE AND INSURANCE

Provisions were made for medical care and insurance for the students, chaperones, and peer counselors. A special group insurance policy was obtained to cover illness and accident injuries. Arrangements were made with the New Mexico State University Student Health Center to provide services for minor illnesses or injuries. In addition, provisions were made through the cooperation of the Indian Health Service Area Offices in Window Rock, Arizona and in Albuquerque, New Mexico for services in case of serious illness or injuries to the students. There were only two minor cases requiring medical attention. Because most students were below 18 years of age, each student was required to file a medical authorization signed by their parents or guardian. This would assure prompt treatment in case of needed medical attention. (See Appendix F for the authorization form).

STAFF AND STUDENT PEER COUNSELORS

More than 55 university personnel, administrators, faculty, and staff, along with 35 college students, were involved and assisted to plan and/or conduct the orientation. Three adults chaperoned the students. They were Ms. Margaret Martinez, Mr. Nick A. Romero, and Mrs. Sadie Trujillo. In addition, eight Indian college students served as peer student counselors to help conduct the orientation, supervise, and counsel with the students. Mrs. Jo Ann Hill, an Indian instructor of Physical Education and Health Science at New Mexico State University, planned, coordinated, and supervised the sports and recreational activities.

The peer student counselors were necessary and useful towards achieving

the orientation objectives and the supervision of the students.

EVALUATION

Planning, preparing, and evaluating the orientation was a continuous process. At the conclusion of the orientation, each student completed a written questionnaire designed to help determine how valuable each session was to them. In addition, the staff and student peer counselors were involved in evaluating the orientation and making suggestions for possible changes and/or improvement of future orientations. It was concluded that the orientation, in general, was very successful. This was supported also by the student's responses in their evaluation questionnaire (see Appendix G for the statistical summary). Sixty-two of the 66 students completed the questionnaire in part or in total. Their answers to the question: "Overall, how do you rate this Orientation Program?" were as follows: Fair 1, Good 6, Very Good 30, Excellent 25.

This year's orientation group followed the trend of previous orientation groups in rating the engineering sessions, in general, more to their liking. The diversity of engineering facilities lend themselves more than others for more laboratories and shop visitations, as well as engineering type demonstrations involving students and faculty. Based on the student evaluation responses, the outstanding session was the luncheon/banquet with the guest speaker, Mr. Wendell Chino, President of the Mescalero Apache Tribal Council, and several top New Mexico State University administrators and faculty members in attendance. Entertainment and recreational and sports activities, in which the students participated, were rated highly as were the session on Indian programs and services for students. The session, an introduction to programs, majors, and careers in fishery and wildlife, received a high rating

Among the things the students most frequently mentioned as having been

most useful to them include the following: (1) the brochures and pamphlets provided about majors and careers, (2) college costs, scholarships and financial aid for students, (3) college academic majors and career opportunities, (4) emphasis placed on need for mathematics and science to succeed in college studies, and (5) getting acquainted with the university campus, its facilities, faculty, and students.

Each student was asked to list three things he/she liked the best about the orientation. Among those frequently mentioned were: (1) the message by the guest speaker, Mr. Wendell Chino, (2) sports and recreational activities during free time and evenings, (3) opportunity to make new acquaintances and friends, (4) the tours and especially the visit to the manufacturing firm, (5) the departments of engineering, (6) the favorable attitude of the leaders and faculty and their encouragement and concern for Indian students, (7) the agricultural programs and tour of the facilities, and (8) the opportunity for having participated in the orientation with all it had to offer.

The following are statements written by the students:

> "I thoroughly enjoyed the program. I'm going to advise other students at my high school to participate. I thought it was very worthwhile. Because of this orientation, I am seriously considering New Mexico State University, primarily in the field of Agriculture. . ."
>
> "I would like to thank you all for a great time and would like you to know that the information I received will help me to prepare myself for the future in choosing a career in the right field for me."
>
> "The orientation in my opinion is very worthwhile. I have learned a great deal about things I will need in college also the many student services available. I have never been away from home before this, and have enjoyed the opportunity to meet new faces. I had not before the orientation really considered this school. But now I will. The emphasis put on continuing school has convinced me to continue. I thank you for letting me have the opportunity to participate in the program."
>
> "This orientation really helped me a lot by getting the experience in dormitory life and in being a part of college

life for a week. Also by meeting other students from surrounding schools."

It was a very interesting and exciting experience for me and I enjoyed it. I thank you very much for giving me the opportunity to attend; it was very worthwhile and educational."

"My comments on the orientation were that it was very well established and organized."

"The orientation was fun and it gave me a clear understanding of the many different majors in college."

The students' comments indicated that the discomfort from the hot weather was their main complaint. Some felt they should not be required to attend sessions in which they had no or little interest. Some would have liked to visit university departments not included in the orientation agenda. Some students would have liked the orientation to last longer.

RECOMMENDATIONS

The following suggestions and/or recommendations are offered for future orientations. These are based on the experiences gained from the 1980 and prior years' orientations and with inputs from the orientation coordinator, the faculty, the counselors, and the students.

Continue to utilize high school student IRDI representatives to publicize the orientation and help eligible students to apply and participate in the orientation.

Continue to have highly successful Indian leaders and businessmen as guest speakers.

Continue use of an orientation planning committee.

Utilize a graduate Indian student from each college--Business Administration and Economics, Engineering, and Agriculture--to tell about their experiences as a student and how their problems were resolved, similar to the presentation by Ms. Harriet Lucero.

Keep 50-60 as a maximum number of students to participate in any one orientation group.

Maintain close working relations and communications with university personnel involved with housing, food service,

American Indian Programs, deans, department heads, and key leaders among the people of New Mexico.

Improve the selection and effectiveness of the peer student counselors. Encourage a greater number of high school counselors to participate in the orientation as chaperones or counselors.

Strive to attract more students with high academic grade point averages (GPA) and with interests that are consistent with the orientation program emphasis.

Schedule orientation as early as possible after the New Mexico high schools close their spring term.

Explore means for formally evaluating results from the orientation conducted in prior years.

Provide the best housing available on campus for the students.

APPENDIX A

LIST OF THE STUDENT PARTICIPANTS

LIST OF THE PARTICIPANTS
AMERICAN INDIAN HIGH SCHOOL STUDENTS ORIENTATION
JUNE 8-14, 1980
INDIAN RESOURCES DEVELOPMENT AND INTERNSHIP PROGRAM
NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NEW MEXICO

NAME	HIGH SCHOOL	TRIBE	CLASSIFICATION
ABEYTA, Jeanie	Albuquerque High	Isleta	Sophomore
AHASTEEN, Elroy	St. Catherine Indian	Navajo	Junior
ANSERA, Joseph Jr.	Bernalillo High	San Felipe	Junior
ANTONIO, Patrick	Crownpoint	Navajo	Junior
ARAGON, Pamela	Rio Grande, Albuquerque	Isleta	Sophomore
ASHLEY, Cynthia	Navajo Methodist	Navajo	Sophomore
BEGAY, Michelle	Thoreau	Navajo	Sophomore
BEKES, Myron	Bloomfield	Navajo	Junior
BENALLY, Rowana	Tohatchi	Navajo	Junior
BOWMAN, Everett	Rehoboth Christian	Navajo	Junior
BOWMAN, Matilda	Gallup	Navajo	Junior
BROWN, Lorenzo	Bloomfield	Navajo	Junior
BURK, Lenora	St. Michaels, AZ	Navajo	Sophomore
CELO, Jannette	Jemez Valley	Jemez	Junior
CHARLIE, Keith	Pine Hill	Navajo	Junior
CHAVARRIA, Loretta	McCurdy Mission	Santa Clara	Junior
ETSATE, Lourie	Zuni	Zuni	Sophomore
FROST, Michael	Ignacio, CO	So. Ute	Junior
GADDY, Delphine	St. Michaels, AZ	Navajo	Sophomore
GADDY, Regina	St. Michaels, AZ	Navajo	Sophomore
GARCIA, Maria	Laguna-Acoma	Laguna	Junior
GERLACH, Carolyn	Pojoaque	Tesuque	Sophomore
GREEN, Dianne	Grants	Laguna	Junior
HANKS, Lynn	Tularosa	Mexcalero/Apache	Junior
HOGUE, Carol	Kirtland Central	Navajo	Sophomore
JOHNSON, Lincoln	Flagstaff High	Navajo	Senior
JOHNSON, Verna M.	Gallup	Navajo	Junior
LEE, Leonard	Shiprock	Navajo	Junior
LESTER, Annette M.	Tularosa	Mescalero/Apache	Junior
LOPE, Bernis H.	St. Catherine Indian	Navajo	Junior
LOPEZ, Joseline	Montezuma/Cortez	Ute. M . Ute	Junior
LUJAN, Patrita	Pojoaque	Taso/Santa Clara	Junior
LYNCH, Dorthea	Window Rock	Navajo	Junior
MARTINE, Cynthia	Gallup	Navajo/Jic Apache	Sophomore
MANUELITO, Selva	Gallup	Navajo	Junior
MORGAN, Lora	Albuquerque High	Navajo	Junior
NIETO, Leslie Jean	Santa Fe Voc.	Santa Clara	Sophomore
NOTAH, Leona R.	Tohatchi	Navajo	Junior
ONDELACY, Rebecca L.	Zuni	Zuni	Junior
ORTIZ, Minnie	Cuba	Jemez	Junior
PETERS, James	Grants	Laguna	Junior
PINE, Phyllis	Kirtland Central	Navajo	Sophomore
PORTER, Elaine M.	Pojoaque	Nambe	Sophomore
QUAM, Suzette	St. Michaels, AZ	Zuni	Junior
ROOT, Joyce	Montezuma/Cortez, CO	Ute Mt. Ute	Junior
RUIZ, Christina	Jemez Valley	Zia	Junior

High School Orientation
Page 2

SHIJE, Suzette	St. Catherine Indian	Santa Clara	Junior
SMITH, Dexter	Crownpoint High	Navajo	Junior
TABBEE, Johnnie	Union, UT	Ute	Sophomore
TORTILLA, Sandra	Tularosa	Mescalero/Apache	Sophomore
TOSA, Federick	Jemez Valley	Jemez	Sophomore
TOSA, John	Jemez Valley	Jemez	Junior
TSO, Verna	Tohatchi	Navajo	Junior
TOYA, Patrick J.	St. Catherine Indian	Jemez	Junior
WALTERS, Mildred	Cuba	Navajo	Junior
WATCHMAN, Kevin	Rehoboth Christian	Navajo	Junior
WATSON, Glenda	Albuquerque High	Navajo	Sophomore
YAZZI, Laverna	Highland High, Albuquerque	Navajo	Sophomore
YEPA, Dorina	Jemez Valley	Jemez	Junior
YEPA, Michael	Albuquerque High	Jemez	Junior
WILLETO, Unabelle	Crownpoint High	Navajo	Junior
Student Chaperone			
MARTINEZ, Marlene	Valley High, Albuquerque	Taos/Laguna	Senior
Student Chaperone			

APPENDIX B

ORIENTATION AGENDA

Indian Resources Development & Internship Program

American Indian High School Students

Orientation Program

New Mexico State University

June 8-14, 1980

PROGRAM AGENDA

SUNDAY, JUNE 8

A.M.	Travel to New Mexico State University, Las Cruces, NM	
P.M.		
3:00-5:00	Lodging Registration - Mecham Hall Alumni Residence Center	
5:45	Orientation Registration	Corbett Center West Ballroom, 3rd Floor
	Buffet Dinner	Corbett Center West Ballroom
7:15	Introductions & announcements	Mr. Jacob Tejada, Orientation Coordinator
	Dormitory Regulations	Ruth Dondero Program Coordinator Housing
	Get Aquainted Mixer	Mrs. Jo Ann Hill Physical & Health Science
10:30	Good Night--Lights Out	

MONDAY, JUNE 9: An overview of New Mexico State University Campus and Student Services

A.M.		
7:00-7:30	Breakfast	Corbett Center Taos Cafeteria
8:15	General Assembly	Hardman Hall, Room 208
	Announcements	Jacob Tejada
8:30	Welcome to New Mexico State University	Mr. Elwood J. Waid, Special Assistant to the President
8:45	Welcome & General Introduction to the College of Agriculture & Home Economics	Dr. L. S. Pope Dean and Director College of Agriculture & Home Economics

MONDAY, JUNE 9, CONTINUED

9:20	Tour of Animal Science Facilities and research in groups of 20 each	Dr. Donald Miller, Assistant Head Animal & Range Science
	Beef & Sheep	Mr. Gary L. Byrum Herds Manager, Animal Science
	Dairy	Mr. Lewis Topliff General Manager, Dairy
	Poultry	Mr. David W. Francis Professor Animal & Range Science
	Swine	Mr. Mike Clements Assistant Herdsman Animal & Range Science

	9:20 - 9:50	9:50 - 10:30	10:30-11:10	11:10-11:50
Group 1	Beef & Sheep	Dairy	Poultry	Swine
Group 2	Swine	Beef & Sheep	Dairy	Poultry
Group 3	Dairy	Poultry	Swine	Beef & Sheep
Group 4	Poultry	Swine	Beef & Sheep	Dairy

10:00	Refreshments	
12:15	Lunch	Corbett Center Cafeteria
P.M.	An Introduction to University Services for Students.	Educational Services Center Regents Room #1, Bottom Floor
1:15	Student Admission to NMSU	Mr. Bill Bruner, Director
1:30	Student Housing and Services	Mr. George W. Barton Assistant Director
1:50	Physical Education & Intramurals Activities	Dr. Francis A Dudenhoeffer Director of Intramurals
2:05	Financial Aids for Students	Mr. Arlie Stops Assistant Director
2:30	BREAK	
2:50	American Indian Program at NMSU	Mr. Harry Lujan, Director
3:05	Special Student Services	Mr. Pete Gonzales, Director
3:25	Functions of the Counseling Center	Dr. John A. Duling, Director

MONDAY, JUNE 9, CONTINUED

3:45-4:00	The Indian Resources Development & Internship Program	Dr. William D. Gorman Professor of Ag. Economics
	Free time, Swimming, Recreation & Sports Activities	
5:00-6:00	Dinner	Corbett Center Cafeteria
6:30-8:00	Recreation--Sports and Swimming	
9:00	Film	International Mall, North of Corbett Center

TUESDAY, JUNE 10: COLLEGE OF AGRICULTURE & HOME ECONOMICS

A.M. 7:00-7:30	Breakfast	Corbett Center Cafeteria
	General Introduction to Plant Science	Agriculture & Home Ec Building, Auditorium
8:05	(a) Agronomy Department Academic majors, programs and career opportunities	Dr. Bruce A. Buchanan Assistant Professor Agronomy
8:30	(b) Horticulture Department academic majors, programs and career opportunities	Dr. Doanld J. Cotter Professor of Horticulture
9:20-10:15	Tour of Fabian Garcia Horticulture Farm University Avenue, West of railroad in rotation by groups of 25 each.	
	Student Greenhouse	Ms. Jan Wallace
	Glass Greenhouse	Mr. Don Carpenter
	Pine & Grapes	Mr. Jim O'Brien Mr. John Carroll

	9:30-9:45	9:45-10:00	10:00-10:15
Group 1	Glass Greenhouse	Student Greenhouse	Pines & Grapes
Group 2	Student Greenhouse	Pines & Greenhouse	Glass Greenhouse
Group 3	Pines & Grapes	Glass Greenhouse	Students Greenhouse

10:15	Refreshments
10:20	Depart to Plant Science Research Station

TUESDAY, JUNE 10, CONTINUED

	Guide: Dr. Merele H. Niehaus Department Head of Agronomy	
	Stops: Chile	Dr. Roy Nakayama Professor of Horticulture
	Alfalfa Breeding & Research	Dr. Marvin L. Wilson Assistant Professor of Agronomy
	Trickle Irrigation, Weed Control and other agronomic studies in progress.	Dr. M.H. Neihaus
P.M.		
12:10	LUNCH	Corbett Center Cafeteria
1:10	General Introduction to University Services	Educational Services Center Regents Room #1
	An introduction to the Department of Agricultural Economics & Agricultural Business. Academic majors, career opportunities and programs.	Dr. Martin J. Blake Assistant Professor Ag. Economics
1:30	The Cooperative Education Program at NMSU	Dr. Maurice E. Hamilton Director, Co-op
1:45	Panel: Benefits from having participated in the 1979 orientation program.	Unabelle Willeto, IRDI Student, Representative Crownpoint High School: Marlene Martinez, student Highland High School.
2:10	Potential benefits to students from the Indian Resourses Development & Internship Program	Mr. Russel E. Kilgore Program Director
2:25	BREAK	
2:35	Bus Tour of NMSU Campus (Leave from parking lot North of the Educational Services Center)	Mr. Bill Bruner
3:15	Tour of NMSU Library. Groups of 15	Ms. Barbara Hutchinson NMSU Librarian
4:15	Free time-Sports Activities	
5:00-6:00	Dinner	Corbett Center Cafeteria
7:15-10:00	Roller Skating Party Bus leaves at 7:15 from Micham Drive.	Family Skate Center 805 Bellamah Loop

WEDNESDAY, JUNE 11: COLLEGE OF BUSINESS ADMINISTRATION & ECONOMICS

A.M.		
7:00-7:30	Breakfast	Corbett Center Cafeteria
8:00	Assembly	Hardman Hall, Room 308
	Welcome & Introduction to programs in the College of Business Administration & Economics	
	Academic majors and career opportunities	Dr. John Loveland, Professor of Management
9:20	Student Advising Center in BA&E	Ms. Mary Gunn, Advisor BA & E
9:45	BREAK	
10:00	What it is like to be a student in the College of Business, study habits, time demands.	Ms. Harriet Lucero, Program Assistant, IRDI Program
11:00	Panel: Question & Answer Session	Dr. John Loveland Harriet Lucero
11:30	Group Picture	Lawn, South of Women's Residence Center
P.M.		
12:00	Luncheon Indian Keynote Speaker	Corbett Center West Ballroom Mr. Wendell Chino, Chairman Mescalero/Apache Tribe
1:30	Tour--Legg's Production, Inc. Mesilla Park, NM	Busses leave from Milton Hall Parking Lot
	Observe the engineering, production, management, packaging, marketing operations	
3:30	Tour of Las Cruces & Vicinity - or (optional)	
3:30	An Introduction to the Agricultural Institutes' power, machinery and equipment	Mr. Joe A. Richardson Director
4:00	Free Time	
5:00-6:30	Dinner	Corbett Center Cafeteria
6:30-8:00	Recreation and Sports	
8:00	Pow-Wow Exhibition	Mr. Cornell Pewewardy in charge
10:30	Good Night	

THURSDAY, JUNE 12: COLLEGE OF ENGINEERING

A.M.

8:00	General Assembly:	Jett Hall, Room 283
	Welcome and General Introduction to the College of Engineering	Dr. C.Q. Ford Associate Dean
	Group A	Group B
8:30-9:30	Electrical Engineering	Industrial Engineering
	Dr. Frank Carden Department Head and Professor	Dr. Arun G. Walveker Acting Department Head and Professor
9:45-10:45	Engineering Technology	Electrical Engineering
	Larry P. Ray Staff Engineer	Dr. Frank Carden Department Head & Professor
11:00-12:00	Industrial Engineering	Engineering Technology
	Dr. Arun G. Walveker Department Head & Professor	Larry P. Ray Staff Engineer

P.M.

12:00-1:00	LUNCH	
1:15-2:15	Mechanical Engineering	Civil Engineering
	Dr. Raymond A. Willem Assistant Professor	Willie P. Isaacs Professor
2:30-3:30	Civil Engineering	Mechanical Engineering
	Willie P. Isaacs Professor	Dr. Raymond A. Willem Assistant Professor
3:45	Refreshments	
4:00	Trip to White Sands Missile Range and National Monument	
	Recreation, Sports, Sack Dinner	
11:00	Return to NMSU	

FRIDAY, JUNE 13: COLLEGE OF ENGINEERING

A.M.		
7:00-8:00	Breakfast	Corbett Center Cafeteria
8:30	General Assembly	Jett Hall, Room 283
	Group A	Group B
8:45-9:30	Agriculture Engineering	Chemical Engineering
	Dr. George Abernathy Department Head & Professor	Mr. Raymond Duran Graduate Student
9:45-10:30	Chemical Engineering	Agriculture Engineering
	Mr. Raymond Duran Graduate Student	Dr. George Abernathy Department Head & Professor
10:45	Refreshments Agriculture Auditorium	
11:00	General Assembly	Agriculture Auditorium
	College of Agriculture & Home Economics. Introduction to Animal & Range Science Academic majors, Requirements & Career Opportunities	Mr. L. Neil Burcham Assistant Livestock Specialist, Extension Service
12:00	LUNCH	
P.M.	College of Agriculture (Continued)	
1:15	Introduction to Fish and Wildlife Science programs, academic majors and career opportunities	Dr. Sanford D. Schemnitz Department Head, Fish & Wildlife Science, Dr. Paul R. Turner, Assistant Professor
3:00	BREAK	
3:15	Evaluation of the Orientation & Wrap-up	Mr. Jacob Tejada, Mr. Russel Kilgore Dr. Wm. Gorman
4:00	Free time	
6:30	Buffet Dinner	Corbett Center West Ballroom
9:00-11:30	Disco	Corbett Center West Ballroom

SATURDAY, JUNE 14: ENROUTE HOME

7:00-8:00	Breakfast
7:30-8:30	Check out turn in room key
8:00-9:00	Enroute Home, HAVE A SAFE TRIP!!

APPENDIX C

NEWS RELEASES

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Thursday, June 19, 1980
El Paso Times, Page 1
APACHE LEADER TELLS STUDENTS ABOUT SURVIVAL

Apache leader tells students about survival

By BILL CELIS
Times Staff Writer

LAS CRUCES — Wendell Chino's weathered face reflects a lifetime of wars. The creases in his flesh are like feathers in a chief's headdress.

His struggles, though, are as much against and within himself as an Indian against the white man's world. The Mescalero Apache leader overcame the economic deprivation of the reservation. He survived and succeeded by confronting everything that threatened or challenged him.

Chino brought that ideal to about 70 Indian youths Wednesday. The youths are attending a college orientation at New Mexico State University this week.

"As a little boy I said I'd do something about our problems when I was a man ... We were poverty-stricken but we decided not to be overcome by poverty but to confront poverty," he said.

Indians are at the crossroads of a new era, he said. Vast mineral deposits and natural resources on reservations will help the Indian's future, but that future "depends on how youth respond to the development of these resources."

Many of the young people attending the orientation live on reservations in New Mexico, Arizona and Colorado. The 4-year-old program is designed to attract these students to a university education in agriculture, business, engineering and other technical fields.

WENDELL CHINO

Chino urged the youths to "commit yourselves" to a college education. "Give it all you can because the imperfections we will confront are very

(Please see Apache, Page 12A)

(Continued from Page 1A)

real," he said.

"You should decide to make a commitment. You will never get to the top, and you don't deserve to, if you do not make a commitment. As a young person, you can't blame the world for a raw deal," he said.

The 57-year-old tribal leader attended schools in Arizona and Iowa before graduating from Western Theological Seminary in Holland, Mich. Armed with a degree, he returned to his reservation, where he improved the lifestyle and put the tribe on an aggressive road to economic recovery.

Life on the reservation, however, taught him more than "the white man's classroom," he said. Indian youths are blessed with a bicultural life and lessons learned on the reservation. "So build on these advantages and forget the disadvantages.

"Opportunities are many and great. But life is also very complex. You can't be happy all the time. Accept diversity ... so we can learn to weather the storm," he told the youths.

Thursday, June 19, 1980
Las Cruces Sun News, Page 1

CHINO FORESEES NEW ERA
FOR AMERICAN INDIAN

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WENDELL CHINO, Mescalero Apache Tribe leader, addresses Indian students at NMSU's Corbett Center Wednesday. He told them a new day lies ahead for Indians in this country, provided they will work for it. (Sun-News photo by Bob Sigmon)

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Thursday, June 19, 1980
Las Cruces Sun News, Page 1
CHINO FORESEES NEW ERA FOR AMERICAN INDIAN

Students Given 'Blueprint For Life'

Chino Foresees New Era For American Indian

By ELAINE STAMPER
Sun-News Staff Writer

Indian people are standing at the beginning of a new era, says Wendell Chino, leader of the Mescalero Apache Tribe.

Chino spoke Wednesday to approximately 65 youngsters during the American Indian High School Students Orientation, which began June 8 and will continue through Saturday at New Mexico State University's Corbett Center.

Chino said the Indian people are beginning a new era because they are "now the owners of more than 40 percent of the strippable coal in the United States, (and) over 50 percent of the uranium," as well as much land, water and timber.

He said his talk was entitled "Indian Youth: Foundation for the Future," because through making a commitment, young people can improve conditions for the Indian people.

He encouraged the youngsters to gain as much as they could from their visit to NMSU because "the impact of the forces we will confront are very real."

"If you're going to do anything about the future, you must have a commitment, a promise that you will do something," he said. "When I was a little boy, I saw the conditions of my people and said that when I am a mature man, I will do something about it.

"I'm happy we've been able to eradicate a lot of those problems."

Chino said his people have decided to confront poverty and replace it with "something beneficial and useful."

"A strong commitment allows people to get to the top and stay there," he said.

Chino said he grew up in a "typical Apache home," where his mother and father were uneducated and did not speak English. However, he said, "I have never made that an excuse....I didn't have time to sit around and complain."

Born in 1923 in Mescalero, Chino went to Indian schools and to schools in Iowa and Arizona before graduating from Western Theological Seminary in Holland, Mich. He returned home to serve as president of the tribe from 1952 to the present, except for 1956 and 1959-61.

He has held many positions in state, regional and national Indian-oriented organizations and serves as chairman of the National Tribal Chairmen's Association.

When he became tribal leader in the early 1950s, the tribe was impoverished. Within a decade, it developed a long-range plan based on tribal resources and federal assistance. As a result, by the end of the 1980s, officials predict all Mescaleros will live in modern housing. The tribe has also created jobs and enterprises such as the Sierra Blanca Ski Area, the Inn of the Mountain Gods, industrial and commercial parks and a community center.

"My Apache upbringing gave me far more than I have ever learned in a white man's classroom," he said. "Any success I have had didn't come from a classroom. It came from my father and mother."

Chino cautioned the students against blaming others if they do not succeed.

"Some people say 'My parents are alcoholics,' or 'I grew up on a reservation.' When you start to enumerate all the negative factors, you're blaming some things that are outside of yourself.

"If you're negative, you will start to crumble, and you will never be a foundation."

He said that instead of being negative and complaining about their disadvantages, the students should recognize the advantages of being American Indians.

"Non-Indians are monolingual and monocultural," he said. "As Indians, we're bilingual. We talk Apache, Navajo, Pueblo and Zuni, and we talk English. This is an advantage that the non-Indian youngster doesn't have.

"Also, we're bicultural. We live in the Indian world, we can understand the Indian community ... but we can become exposed to the world of the non-Indian and live adequately.

"Our religion and language are both aboriginal. (They aren't). something picked up in the classroom. We can capitalize and build on our advantages and forget about our disadvantages."

Chino told the students they must allow for growth when they make their commitment because "the foundation must be seasoned and strong."

"You cannot impose limitations on yourself and expect to be strong," he said. "You must come to know the most important living person to you — not Gov. King, nor (Congressman) Runnels, nor your professor, nor your teacher, nor your preacher. The most important person is *you*.

"So find yourself. Look at yourself, and you will agree that today is the beginning. The life of the most important person has begun and must grow and develop.

"We are born to battle, but we are also born to win."

Chino said there are many opportunities open to Indian youth and "all we have to do is select." However, he warned the students not to expect the path to always be smooth and told them to learn to accept adversity.

"The government of the United States is not perfect," he said. "The tribal government is not perfect; the state government isn't perfect. The world isn't perfect. But in spite of all these imperfections, we can move and live. We can remove some of these aggravations."

Chino concluded his address with what he termed a "blueprint for life." His blueprint contained several axioms, including, "Don't wear your wishbone where your backbone ought to be;" "True courage is like a kite. The contrary wind raises it higher," and "Life is like a battle where the wounds received are from running running away."

"Stand tall in the sunlight and seek out the bright face of beauty," he said. "Look up to the mountain and do not be afraid to climb ... Believe in the wonder of life and the dignity of the human being."

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Sunday, June 8, 1980-Las Cruces
New Mexico-Sun News-Section D-
Page 3
Mescalero Leader to Address
Orientation

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Mescalero Leader To Address Orientation

Wendell Chino, leader of the Mescalero Apache Tribe for nearly three decades, will be the featured speaker during the American Indian High School Students Orientation June 8-14 at New Mexico State University.

Chino will talk at a luncheon at noon Wednesday in Corbett Center's west ballroom for 65 students from throughout New Mexico attending the orientation and numerous invited guests, according to orientation coordinator Jacob Tejada.

Orientation activities begin Monday with a welcome by Elwood "Buck" Wald, special assistant to the NMSU president, and by Dr. L.S. Pope, dean and director of the College of Agriculture and Home Economics.

Throughout the week, students will tour facilities, talk with administrators and learn about academic and social life at NMSU. The object of the program is to encourage native American students to attend college and to study agriculture, business, engineering or other technical fields, Tejada said.

The effort is sponsored by the Indian Resources Development and Internship Program at NMSU as well as New Mexico high schools, Indian tribes and pueblos, Four Corners Regional Commission, the Bureau of Indian Affairs, the W.K. Kellogg Foundation and other agencies.

Chino, born in 1923 in Mescalero, went to Indian schools and to schools in Iowa and Arizona before graduating from Western Theological Seminary in Holland, Mich.

He returned home to serve as president of the tribe from 1952 to the present, except for 1956 and 1959-61. He also has held many positions in state, regional and national Indian-oriented organizations, including the presidency of the National Congress of American Indians for two terms. He is serving as chairman of the National Tribal Chairmen's Association.

When Chino became tribal leader in the early '50s, the tribe was suffering from inadequate and substandard housing and sanitation, lack of jobs, recreation and civic facilities and health care.

Within a decade, the tribe developed a long-range plan that included using tribal resources and federal assistance. As a result, by the end of the 1980s, officials predict all Mescaleros will live in modern housing. Meanwhile, the tribe has created jobs and income with well-known enterprises such as the Sierra Blanca Ski Area, the Inn of the Mountain Gods, the industrial and commercial parks and community center. Tribal officials point to the Mescalero story as a model of success for Indians, Tejada said.

For more information about orientation, persons can call Tejada at the Agricultural Economics Department, 646-2842.

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APPENDIX D

ANNOUNCEMENT LETTER

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169, Las Cruces, New Mexico 88003
Telephone (505) 646-3215

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NEW MEXICO STATE UNIVERSITY

REFERENCE: Fourth Annual American Indian High School Student Orientation, 1980

The Annual American Indian High School Student University Orientation is scheduled for June 8-14, 1980, at New Mexico State University, Las Cruces, New Mexico.

Please review the attached material for general information about the proposed orientation.

Because of limited funds, the number of students that can be accommodated this year is approximately 65, (about one from each high school with Indian students enrolled, and hopefully, one or more Indian student representatives from Indian Tribes and Pueblos).

Eligibility to participate in the Orientation

The 1979/80 Orientation is for New Mexico American Indian high school students that are sophomore or junior boys and girls who have an interest, and are planning to enroll in college.

An application will be required from the student desiring to participate and a signed permission by a parent or guardian. The application must be returned by March 25, 1980. 1980 graduating seniors are ineligible.

Student selection: The factors upon which selections of students to participate this year include the following:

a. student's grade point average (2.5 or higher preferred)
b. student's plan to enroll in a college or university of the student's choice, offering appropriate majors, and majoring in agriculture, business management, engineering, energy or related science fields of economic development and natural resources
c. character
d. leadership traits
e. academic ability
f. interest

Financial Assistance Offered

The Indian Resources Development and Internship Program, plans to provide for the selected students, limited insurance, lodging and dining at New Mexico State University campus, a $50.00 stipend for attending the entire session, and transportation.

We appreciate your interest, cooperation, and informing eligible students in your high school about this learning opportunity and ask that you complete the attached questionnaire and return it by March 10, 1980.

Feel free to write or call Mr. Jacob Tejada, Orientation Coordinator at (505) 646-2842, for additional information and assistance.

Sincerely,

Russel E. Kilgore

Russel E. Kilgore
Program Director

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Enclosures

APPENDIX E

INFORMATION LETTER TO THE STUDENTS

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

REFERENCE: American Indian High School Student's Orientation,
June 8-14, 1980, New Mexico State University,
Las Cruces, New Mexico.

Congratulations! You have been selected to participate in the week long Orientation Program at New Mexico State University, Las Cruces, New Mexico. We are looking forward to seeing you. The following information will be helpful to plan your trip.

LODGING

Dormitory rooms will be paid by the Indian Resources Development and Internship Program. Your room will be in the Alumni Avenue Residence Center, (Building #36 on attached map), New Mexico State University campus. As soon as you arrive on campus, you should register for rooms in Mechem Hall, at the Alumni Residence Center. Two persons will be assigned in each room on first come, first served basis.

Bed linens and towels will be furnished. You should bring personal articles, bathroom soap and wash cloth. All students must comply with University dormitory rules and regulations.

CLOTHING

Las Cruces is hot during the day, cool and pleasant in the evenings. Dress should be casual and comfortable. Dressy clothes are not necessary. If you plan to swim, bring your bathing suit. Those who plan to use the gym must bring gym clothes and tennis shoes. Bring comfortable walking shoes. Coin-operated washing machines and dryers are available in the dorm.

MEDICAL SERVICES

A Medical Authorization Form is required for each student. The form must be signed by parents or guardians, before students leave home. The authorization is important, because without it, students may not receive medical attention or services, if needed. We have____, have not____, received your form already. If you have not sent us the form, please bring it with you.

Minor ailments may be attended to at the University Student Health Clinic. Serious illness or emergencies will be attended to by a qualified medical doctor. Hospitalization, if required, will be provided by the U. S. Public Health Service.

FOOD

Food costs will be paid by the Indian Resources Development and Internship Program. Food service on campus is in the university (Taos) cafeteria (lower floor). As you go through the cafeteria line, you will be identified by the orientation badge issued to you. You must have the badge every time you go through the cafeteria line, and also give your name so you can be checked against the list the cashier will have.

For meals enroute to and from the University, students will get an allowance of $7.00 to be given them at the end of the orientation, together with the stipend check of $50.00.

Sunday evening, June 8, prior to the "get acquainted mixer", there will be a buffet of cold cuts fixings and refreshments provided at no cost to the students. Monday through Friday, meals will be served in the Taos cafeteria--breakfast daily at 7:00 to 7:30 a.m.; lunch daily at 12:00 to 1:00 p.m.; dinner, 5:00 to 6:00 p.m. Sunday, June 8, dinner will be served at 6:30 p.m.

STIPEND

At the conclusion of the orientation, a check for $57.00 will be given to each student who attends the entire orientation. Fifty dollars for attending, and $7.00 to help pay for meals while traveling from and to students home.

You should bring spending money for food while enroute, laundry machines, game machines, vending machines, telephone calls, and other expenses that you may want to make before you get the check.

RECREATION, SPORTS, ENTERTAINMENT

There will be free time, and time for recreation and sports--swimming, volleyball, basketball, baseball, pingpong, badminton and horseshoes. Students are expected to participate in the scheduled sports activities. Those who want to swim, (and hopefully all will) should bring their bathing suit. The University does not have suits to rent. Gym clothes and tennis shoes are required for use of the gym.

There will be evening entertainment programs and recreation such as outdoor movies, disco, rollerskating and a trip to White Sands Monument. The above activities will be provided at no cost to the students, however, you may have to pay for table pool or pingpong over a certain maximum, per day, per student.

ORIENTATION PROGRAM

The program is designed to give students a wide exposure to campus life, academic majors in Agriculture, Engineering, Business Administration & Economics, Energy, Management, Environment, and related fields. In addition, the students will learn about University services and facilities available for college students. Recreation and sports will fill the evenings. For more detailed program, see attached.

TRAVEL AND TRANSPORTATION

Sunday, June 8, and Saturday, June 14, are travel days. Transportation will be provided by the Indian Resources Development Program, at no cost to the students. You will be notified about your transportation arrangements at a

later date. Your transportation should leave your location in time to arrive at New Mexico State University before 5:00 p.m. It is essential that you be here for the following activities:

Sunday, June 8	6:00 - Registration, West Ballroom, (3rd level) Corbett Center.
	6:30 - Buffet dinner, West Ballroom, Corbett Center.
	7:00 - General Orientation for all students, peer counselors and chaperones.
	7:30 - Get acquainted mixer, West Ballroom, Corbett Center.
Saturday, June 1.	7:00 - 8:00 a.m. - Breakfast will be served, after which students will leave for home, between 8:00 and 9:00 a.m.

MAIL

Mail to the students should be addressed as follows:

Name
American Indian High School Student Orientation
c/o Alumni Residence Center
New Mexico State University
Las Cruces, New Mexico 88003

Students who expect to get mail, should check with the desk person in Mechem Hall each day.

TELEPHONE CALLS

Pay telephones are available in the Alumni Residence Center, Mechem Hall. For emergency and other telephone calls to the student during the day:

(1) Call (505)646-1918, Alumni Residence Center, 8:00 a.m. to 11:00 p.m. or
(2) Call (505)646-1347, Indian Resources Development and Internship Program, 8:00 a.m. to 5:00 p.m.
(3) Emergency Calls after 11:00 p.m.- - - Call NMSU Campus police 646-3311. Give them your message, the police will deliver the message to the student.

If you are unable to attend the orientation this year, please call collect, (505)646-2842, as soon as possible so an alternate may be selected to attend. Please call (505)646-2842, if additional information is needed, or you have questions.

We are looking forward to your coming.

Sincerely,

Jacob Tejada

Jacob Tejada
Orientation Coordinator

Enclosures: Medical Form

APPENDIX F

RELEASE-MEDICAL AUTHORIZATION FORM

INDIAN RESOURCES DEVELOPMENT & INTERNSHIP PROGRAM

AMERICAN INDIAN HIGH SCHOOL STUDENT'S ORIENTATION

RELEASE-MEDICAL AUTHORIZATION FORM

We give our permission for our son/daughter_____ _____ (NAME) participate in the American Indian High School Student Orientation on June 8-14, 1980 (dates including travel) to be held at New Mexico State University, Las Cruces, New Mexico.

We hereby release the leaders, the New Mexico State University, their employees, and the owners or operators of any property where the activity may take place, from liability in the event of illness, injury or loss occurring to our son/daughter or their personal belongings and will name no claim thereof.

WE AUTHORIZE those in charge of the delegation to make medical arrangements for the care of our son/daughter as deemed necessary. We further authorize any licensed medical person-facility to treat our son/daughter. We agree to assume full financial responsibility for any medical services provided. Contract with the Indian Health Service has been made and will be maintained.

To the best of our knowledge, our son/daughter is physical able to participate in all aspects of the activity. List any exceptions:_____, _____, _____.

PLEASE LIST ANY SPECIAL HEALTH FACTORS WHICH YOUR SON/DAUGHTER HAS SUCH AS ASTHMA, HEART CONDITION, EPILEPSY, DIABETES, ALLERGIC REACTIONS TO MEDICATION, ETC.

_____

_____

_____

PLEASE LIST ANY PRESCRIBED OR PATIENT MEDICATIONS THAT YOUR SON/DAUGHTER WILL BE TAKING WHILE ATTENDING THIS ACTIVITY._____

_____

DATE:_____ Signed:_____ Father or Guardian Signed:_____ Mother or Guardian

Parents' Home Telephone Number_____ Parents' Work Telephone Number_____

Name of Family Physician _____ Telephone Number of Family Physician:_____

APPENDIX G

PROGRAM EVALUATION

American Indian High School Students Orientation

June 08-14, 1980

Program Evaluation

We need your help for this Orientation Program, as a means to improve future similar programs. Also, to get your reaction of how effective this orientation has been.

We ask your cooperation in filling out this form, please.

1. I am a High School Sophomore 18 Junior 40 Senior 4 Unclassified 1

   Male 17 Female 38 Declined to state 7

2. Overall, how do you rate this Orientation Program?

   Fair 1 Good 6 Very Good 30 Excellent 25

3. What three things about the Orientation are most useful to you?

   1. _____
   2. _____
   3. _____

4. What three things did you like the best about the Orientation?

   1. _____
   2. _____
   3. _____

5. How do you rate each of the following sessions?

			Did not attend	Fair	Good	Very Good	Excellent
A.	A.M.	Monday 1st. day Animal Science tour of facilities		3	19	27	13
	P.M.	Introduction to the University Services for Students		6	20	27	9
B.	A.M.	Tuesday, 2nd. day-Plant Science Introduction to Horticulture and Agronomy	1	7	17	23	13
		Tour of Horticulture farm	1	10	13	24	14
		Tour of Plant Science Center	1	6	19	17	16
	P.M.	Introduction to Indian Programs and Student Services			14	24	31
		Introduction to Department of Agricultural Economics & Agricultural Business		6	19	19	18

			Did not Attend	Fair	Good	Very Good	Excellent	OMITTED
		Cooperative Education and Scholarship Session		5	25	19	13	
		Panel with previous years Orientation Students		26	16	10	8	
		Tour of Library		7	15	24	16	
		Tour of Campus	2	11	11	20	18	
C.	A.M.	Wednesday, 3rd day-Introduction to the college of Business Administration and Economics		5	26	16	14	2
	Noon	Luncheon with guest Speaker		1	1	12	49	
	P.M.	Tour of Leggs' Production, Inc.	4		3	9	46	
D.	A.M.	Thursday, 4th day-Introduction to the College of Engineering:	1	3	16	13	25	6
		Electrical Engineering	2	5	10	15	24	7
		Industrial Engineering	1	6	9	25	22	
		Engineering Technology	1	4	15	25	18	
	P.M.	Mechanical Engineering	3	2	14	15	17	
		Civil Engineering	3	5	14	21	18	1
		Trip to White Sands	9	2	1	8	39	1
E.	A.M.	Friday 5th day-Introduction to Agricultural Engineering		4	16	22	18	2
		Chemical Engineering	1	6	12	28	14	1
		Introduction to Animal Range Science	1	3	9	22	27	
	P.M.	Introduction to Fishery Wild Life Science		3	6	13	36	4
	How did you rate the following?							
		Game Center in Corbett Center	6		3	7	45	
		Swimming	28	2	6	4	20	1
		Sports Activities	3	1	5	11	41	1
		Roller Skating	6		3	3	47	2
		Disco Dance	2	3	1	6	30	20

	Did not attend	Fair	Good	Very Good	74 Excellent
Food Service		6	14	20	22
Housing		11	18	15	16
Transportation		27	13	9	13

7. Please give us your suggestions and recommendation for next year's Orientation Program.

8. We welcome your comments---Please use the otherside.

Tribal Programs

Tribal organizations', Indian tribes', and member's interest and participation in the program and objectives continue to increase. Several tribes and organizations have established or are considering and setting up internship and work experience programs and related youth development activities. An objective of the IRDI Program is to encourage and assist tribes and others develop internship and other youth related educational and work experience activities.

The Council of Energy Resource Tribes sponsored four science and engineering summer programs at western universities and has asked for proposals from universities to sponsor a five-year educational program to develop Indian engineers and business managers.

Increasing numbers of Indian high school students are attending summer math, science, and engineering programs sponsored by universities in several states.

Interest in these programs is most encouraging as it is part of the process of increasing the number of Indian scientists, professionals, and managers.

Several Indian tribes sponsored or cooperated with universities and colleges in sponsoring summer educational and internship programs.

Major Related Work Experience Assignments

Major related work experience, as an integral part of the IRDI Program, is gaining in popularity and value. Work experience can be gained through many sources as part of university work/study programs.

Student participants receive pay for work experience assignments, which can be performed on and off-campus. College credit can be received for work experience involving research and difficult functions. On-campus work experience can be offered by a student's major department and financed by work/study grants, the department and/or companies, and foundations. Off-campus work experience assignments are usually performed during summer and other break periods with assignments being arranged with federal and state agencies, Indian tribes and tribal organizations, industry, and private companies. Cooperative education assignments are gaining in popularity and usually involve a semester or longer off-campus work experience rotated with a semester of on-campus study. Work experience and coooperative assignments this year are located in states from California to Washington, D.C.

Work experience and cooperative education assignments can be arranged by students, academic advisors, counselors, IRDI personnel, and others. The process includes letters for information to Indian student participants, others indicating interest, and campus representatives. The correspondence includes information on work experience opportunities, a questionnaire for completion and return by students on their status, desire for work experience, type of work preferred, location, and the date of their availability. Also included are blank resume forms, federal application forms #171, and a request for a certificate of Indian blood to establish eligibility for employment by the Bureau of Indian Affairs.

The returned information, questionnaire, and related information are tabulated to aid in arranging assignments. A copy of the 1979-1980 letter, resume blank, and questionnaire follow.

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

Dear Friend:

Re: Indian Resources Development and Internship Program Work Experience and Cooperative Education assignments

The program is based on assisting good Indian students serious about becoming scientists, professionals, and managers through sound academic education and practical work experience for pay related to the students college major. Academic education may be pursued at the university (college) of the student's choice offering suitable majors.

Work experience can be acquired on and off campus with progressively higher responsibility as the student gains additional academic education and qualifying experience. On campus work experience may be in the students major department financed by the department and/or by federal work study funds for eligible students. Request for work study should be made along with application for other financial aid to university financial aid officers.

Off campus work experience may be performed during college break periods and for longer terms. Summer work experience assignments are usually for the summer period but may be shorter or longer. These assignments are usually away from the college campus, or off campus, but may be on campus if major related jobs are available on or near the campus.

Cooperative education (Co-op) work experience assignments may be on, near or off campus and usually begin after the student completes the first year of college. Co-op assignments usually rotate with a semester or longer off campus work experience and a semester of on campus study. The process may be continued until college graduation.

College credit may be available for work experience and Co-op assignments if arranged by the student in advance with his academic advisor, faculty or department head, and if requirements are completed.

Work experience and Co-op assignments may be arranged by the student, faculty, and/or by IRDI personnel. Assignments are for pay based on education, experience and ability of the student, the job to be done, and salary paid others for work of similar complexity.

Work experience and Co-op assignments may be available with federal and state agencies, Indian tribes and organizations, companies and industry. Employers

are contacted during the fall to determine potential assignments available. Travel expenses and start-up allowances may be available from IRDI for work experience and Co-op assignments in distant locations.

The process for placing students on summer work, work experience, and Co-op assignments involves considerable advance planning and cooperation. You may help by carefully completing all forms and returning them promptly. Information sheets are distributed during the fall term to IRDI participants, campus representatives, and others to be completed, returned, and matched with available job assignments. Matching students to work assignments begins in December and January. Completed applications, resumes, federal applications form 171, certificates of Indian blood, and other information are provided potential employers to assist with selection of student participants consistent with their needs. Students are advised of assignments in December, January, and February, after which agreement is reached with employers and students on job requirements, pay, date for reporting, and related items.

Housing and daily transportation to and from the job are usually the responsibility of the student. Some employers may assist students in finding suitable living quarters and daily bus or pool-type transportation may be available to and from work.

Students desiring to acquire college credit for work experience and Co-op work experience assignments should make advance arrangements with their university departments. The employers should also be advised of proposed college credit and requested to assist.

Students interested in work experience assignments are urged to contact IRDI campus representatives, who have applications, forms and considerable information necessary in applying for work experience and Co-op assignments. The IRDI work experience coordinator, phone (505) 646-2842, has complete information, forms, and assistance. IRDI campus representatives and students may desire to write or phone as necessary for information and assistance.

Sincerely,

Russel E. Kilgore

Russel E. Kilgore
Program Director

REK/kwm

RESUME

DATE: 80

NAME:

ADDRESS:

TELEPHONE:

HOME ADDRESS:

HOME TELEPHONE:

PERSONAL INFORMATION: AGE:

BIRTHDATE:

MARITAL STATUS:

WORK EXPERIENCE:

EDUCATION:

HIGH SCHOOL
LOCATION:

LIST ALL COLLEGES OR UNIVERSITIES YOU HAVE ATTENDED, OR ARE NOW ATTENDING. LIST MOST RECENT FIRST.

NAME OF INSTITUTION	LOCATION	MAJOR	DATES OF ATTENDANCE

CLASS STANDING: Freshman_____ Junior_____ Sophomore_____ Senior_____

IF NOT ATTENDING NOW, WHAT UNIVERSITY DO YOU PLAN TO ATTEND?_____

CAREER OBJECTIVE:

CURRENT POSITION:

HOBBIES:

OTHER INFORMATION:

Indian Resources Development and
Internship Program DATE 81

INFORMATION SHEET
SUMMER 1980 WORK EXPERIENCE ASSIGNMENTS

1. NAME_____ COLLEGE_____
   MAJOR_____ GPA TO DATE_____
   CLASS STANDING: FRESHMAN____ JUNIOR____ SOPHOMORE____ SENIOR____ GRAD____
2. Are you available for 1980 summer work experience? YES___ NO___ WHEN_____
   _____
3. Are you interested and available for a 1980 Cooperative Education assignment?
   YES_____ NO_____ SPRING_____ SUMMER_____ FALL _____Jan. 1980
4. Where would you prefer to work? California____, Colorado_____, Nevada_____,
   New Mexico____, Oregon____, Texas___, Washington state___, Arizona___, Other_____.
5. If you plan to attend college and/or university this summer, list:
   COLLEGE and/or UNIVERSITY_____ MAJOR_____
6. List your preference on kind of employment you prefer for summer:_____
   _____
   (pay will very, but will not be less than minimum wage)
7. Current correct home address and other address, if you do not plan to be at home:
   Current home address and phone number where message may be left_____
   _____
   Other address and phone number_____
   _____
8. Indicate how you plan to travel to work or Co-op Ed assignment:
   AIR_____, BUS_____, PERSONAL VEHICLE_____
9. Marital Status: Single_____ Married_____ Divorced_____ Widowed_____
10. In case you have summer employment already arranged, please list name of company or agency, location, supervisor, and kind of work. We may be able to help with start up allowance and travel._____
    _____
11. Living quarter arrangements are usually the responsibility of the student to be paid out of your salary.
12. Name and location of your BIA Agency:_____
    Tribal Office nearest to your home:_____
    Your Tribe and census number:_____
    Social Security Number:_____

You may call collect, or write, at my office, Mr. George Tafoya, phone number (505) 646-1347, for information and assistance.

This information does not obligate you to accept work experience, but does help us in locating assignments. You are encouraged to look for summer work experience assignments also.

Please list questions and additional information and assistance you need on the back side.

Sincerely,
Russel E. Kilgore
Russel E. Kilgore
Program Director

Letters are addressed and follow-up phone calls are made to potential employers giving IRDI Program information and requesting assistance in providing student participants summer work experience, cooperative education assignments, and training or permanent positions for graduates. Copies of letters addressed to employers follow.

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

The Indian Resources Development and Internship Program (copy of brochure and application are enclosed), is in the process of arranging summer work experience assignments, cooperative education assignments, and jobs for undergraduate and graduate Indian students. We are assisting Indian college graduates locate training and permanent positions. We may also be able to assist employed graduates desiring to change jobs, find new locations.

Summer and longer term positions may be available in all areas of agriculture, natural resources, forestry, economic, and energy development, accounting, management, real property management, communications, marketing, hydrology, water management, irrigation, water shed management and related science fields. We want to make these opportunities known and available to Indian college students, graduates, and others desiring work experience and other employment opportunities, for pay. Positions may be available in several western states and Washington, D.C.

We are hoping you will assist by providing copies of the enclosed letter, questionnaires, federal application forms 171, and blank draft resumes, available to interested Indian students and others desiring assistance. Those who have already submitted questionnaires and other information do not need to send duplicates.

The questionnaire, form 171's and resumes may be typed or written in pen, but should be accurately, and done carefully, to be most useful. Completed forms may be mailed in the attached addressed envelopes requiring no postage.

Cooperative education assignments, after the freshman college year, rotate a semester or 6 months off-campus work experience, with a semester or 6 months of on-campus study and may be continued until the students receive their bachelors degree. College credit may be arranged for summer work experience assignments and cooperative education assignments.

Those interested in cooperative education assignments or summer work experience in federal agencies must complete and return the questionnaire, resume, submit a certificate of Indian blood, and a completed 171 form. For additional assistance and information, and additional forms, students and others may call, collect at 505-646-1347, or write to Mr. George Tafoya, Employment Coordinator.

Sincerely yours,

Russel E. Kilgore

Russel E. Kilgore
Program Director

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COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

The Indian Resources Development and Internship Program is assisting Indian college students prepare for professional positions, with work experience related to their majors, to help them gain work experiences during summers or longer periods, while pursuing college degrees in agriculture, engineering, business, management and related sciences, in western colleges and universities. The program was initiated to assist Indian Tribes in preparing members for technical, supervisory and management positions in industry, companies, business, mining, commercial farms, agribusiness and related activities.

An important part of the program is work experience assignments, related to students majors. Assignments may be for the summer months or for longer periods. Assignments may also be desirable for other periods in accordance with employer needs. Other possibilities may be May to December, January to August, etc., to give students varied work experience over longer periods. Companies could benefit by having students when needed most. The enclosed brochure on the Indian Resources Development and Internship Program, gives general program information.

We are hopeful your company may cooperate in the program, by offering work experience opportunities to one or more Indian students majoring in one area of Agriculture, Engineering, Agricultural Engineering, Business Administration, Management Accounting, Auditing, Computer Science, Mining, Minerals, Geosciences, Forestry, Range Science, Communications, and related areas.

The program assists the student with travel expenses and a start up allowance. Companies usually pay students comparable wages to others doing similar type and level of work. Male and female graduate and undergraduate students and some married couples are available in accordance with your situation, needs, and desires. Students could be available beginning in April, May, and June this year, and other periods as needed.

We will be pleased to provide additional information and student resumes. We will appreciate hearing from you at an early date on possibilities in order to be of greatest assistance to you and students desiring work experience assignments.

Please feel free to write to NMSU, P.O. Box 3169, Las Cruces, NM 88003 or call our Employment Coordinator Mr. George Tafoya at 505-646-1347 or me at 505-646-3224.

With best regards.

Sincerely yours,

Russel E. Kilgore

Russel E. Kilgore
Program Director

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COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

NEW MEXICO STATE UNIVERSITY

The Indian Resources Development and Internship Program is currently assisting Indian college students prepare for professional positions with work experience and cooperative education assignments, related to their majors, to help them gain work experience during summer or for longer periods while pursuing college degrees in AGRICULTURE: Agriculture Engineering, Agronomy, Soil Science, Forestry, Range Conservation, Soil Conservation, Agricultural Education, Agricultural Economics and Agribusiness, Entomology, and Pest Management and general Agriculture. ENGINEERING: Agricultural, Civil, Geological, Chemical, Industrial, Mechanical, Electrical, Computer, Petroleum and Technology. BUSINESS ADMINISTRATION: Management, Marketing, Business Systems Analysis, Real Property Management, Economics, Finance, Accounting and related areas, and other majors such as Mining, Minerals, Chemistry, Geology, Hydrology, Communications and related sciences.

The enclosed brochure on the Indian Resources Development and Internship Program gives general program information. The program assists the student with travel expenses and a start-up allowance, for use prior to receipt of their first pay check.

Federal and state agencies usually pay students comparable wages to others doing similar type and level of work. Male and female graduate and undergraduate students, and some married couples, are available in accordance with your situation, needs, and desires. Standard Forms 171, college transcripts, certificates of Indian blood, and current resumes are available for your information and use.

Students could be available beginning in April, May and June this year and other periods as needed. For cooperative education assignments of approximately 6 months, students could be available in April, May, June, August and next January.

We would appreciate hearing from you on possibilities as soon as possible to be of the greatest assistance to you and Indian college students. Mr. George Tafoya, Employment Coordinator, phone 505-646-134[illegible], will help with information, assistance and student referral as needed. Please feel free to write or call him or me as needed. My phone number is 505-646-3224.

Sincerely yours,

Russel E. Kilgore

Russel E. Kilgore
Program Director

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Enclosure

Potential work experience opportunities are tabulated, including description, location, pay, education, experience requirements, dates, length, and other information. On receipt of information on work experience opportunities from employers and completed student questionnaires, participants are given information on opportunities for which they are quealified, and employers are given information on proposed assignees.

When agreements are reached by participants and employers, assignments are completed and arrangements made for the participants to report to work on the agreed date. The IRDI Progrm can pay the transportation to the job and provide a start up allowance when necessary. The employer usually pays the participant a salary comparable to others doing similar level and complexity of work with consideration being given to the ability, education, and experience of the participant.

The student may arrange college credit for work experience with their academic advisor and major department before starting assignments. Employers are usually willing to assist when college credit is involved.

Arrangements for work experience and cooperative education assignments are improved each year as problems occur and experience is gained. A major problem in this and previous years has been delay, experienced in requesting information from participants and request to employers on potential opportunities.

Even with the late start this year, most participants were placed and most requests from employers were met. Each year we have a number of participants desiring work experience who are pursuing majors with little demand by employers, including such majors as general biology, and animal science. We also find employers desiring participants in fields with not enough participants majoring in specific areas, such as forestry, pest

management, engineering, and agricultural sciences. We hope to overcome these problems by encouraging students to pursue majors with the greatest opportunity and to pursue dual majors where they are majoring in fields with low employment opportunities.

During the early program years most work experience assignments were arranged by IRDI Personnel. With our encouragement, through contacts made on work experience and cooperative education assignments, the leadership seminars and personal development, more participants are pursuing assignments suitable for themselves. Participant initiative, based on experience and knowledge, is an objective of the IRDI Program. Participants are encouraged to make good decisions based on good information.

The work experience and cooperative education assignment activity for 1981, scheduled to begin in the fall of 1980, is expected to overcome many of the previous year's problems. We hope to have many employment opportunities and participants ready for assignment by December, 1980, allowing considerably more time for difficult assignments and filling special needs by employers.

Many Indian tribes have initiated training, work experience, and internship type programs for their high school and college students. Many companies, federal, state, and tribal agencies actively recruit college students for work experience and cooperative education assignments. Copies of two examples follow. These are from the Navajo Tribes' Youth Internship Program which provided assignments for ninety-three college students in tribal training positions and the Bureau of Indian Affairs Memo to Central Office Directors and Area Offices throughout the United States.

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
WASHINGTON, D.C. 20242

IN REPLY REFER TO:
Personnel Management

BEST COPY AVAILABLE

APR 04 1980

Memorandum

To: All Area Directors
All Central Office Directors

From: Commissioner of Indian Affairs

Subject: Cooperative Education Program

The New Mexico State University, Las Cruces, New Mexico, has a strong interest in the the development of Indian natural and human resources. In this regard they have for several years conducted the Indian Resources Development and Internship Program to help Indian college students prepare for professional positions through education and related work experience in the areas of Agricultural, Business and Management, Engineering, Energy and related sciences. They recruit Indian high school students and help them prepare for college majors in the above sciences and assist them through the college or university of their choice to prepare for the professional positions indicated above.

Another important aspect of their program is working with Indian college students on work experience opportunities with government or business firms within their areas of interest. Students receive competitive wages while they gain valuable on-the-job work experience. This program has been successful.

The Bureau of Indian Affairs receives assistance from New Mexico State University in the placement of students into appropriate Bureau offices for work experience assignments related to their field of study. We want to encourage you to continue with present work study agreements you have with colleges and universities, and initiate new agreements thereby providing work study opportunities for more Indian students.

Please contact Mr. Russel Kilgore, Program Director, New Mexico State University, phone (505) 646-1347, as soon as possible so he may be of assistance to you and Indian college students.

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

NEW MEXICO STATE UNIVERSITY

Dear Friend:

Re: Advanced Study for Masters and Ph.D. Degrees

The Indian Resources Development and Internship Program (IRDI), copy of brochure and application enclosed, has, for several years, assisted undergraduate Indian college students pursue higher education through academic study and related work experience. We may be able to assist you with a graduate study/research program towards a masters and/or Ph.D. degree. The program is open to Indian university (college) graduates or others eligible, to pursue advanced degrees in natural resources, energy and economic development, operation, and management through majors in any area of agricultural sciences, business administration, management, recreation and tourism, accounting, pest management, forestry, economics, marketing, engineering, mining, geosciences, statistics, computer science, communications, environment, and such related sciences as chemistry, physics, math and biology.

We will be pleased to assist you in arranging a graduate study program in the university of your choice. Assistance may include arranging fellowships, assistantships, work experience assignments and/or part time jobs. The program may involve research on difficult resource development matters on your or another Indian reservation.

To begin the process please complete and return the information and application, an up-to-date resume, and your transcript of college credits for evaluation and determining requirements.

We will be pleased to assist you and others as desired, including assisting with arranging financial aid, scholarships, fellowships, assistantships, and research projects.

Please write or call (505) 646-3224 if you have questions or need more information or assistance.

Sincerely yours,

Russel E. Kilgore
Program Director

Enclosures

Graduate Study Programs

As more participants graduate with bachelor degrees, gain work experience, become better acquainted with resources, develop needs, and understand graduate study needs better, increased interest is being expressed for graduate study programs.

At the same time, many universities are developing graduate program options favorable for Indian college graduates.

Some Indian tribes, federal and state agencies, companies and industry are encouraging advanced degree preparation by Indian college graduates. In some instances incentives are being offered to graduates who pursue advanced degrees.

We may be in the early stages of greatly increased graduate study programs by Indian college graduates.

The IRDI Program is increasing efforts to encourage program participants and other Indian college graduates to consider advanced degree programs at universities of their choice and with graduate majors related to resource development, operation, and management.

We plan to seek opportunities for advanced study and publicize information to graduates and Indian tribes. A copy of this year's letter to Indian college graduates follows.

Monitoring Academic Progress

Low grade point average (GPA) is a continuing difficult problem. University and college academic advisors, counselors, and this Program have assistance available when needed and requested. Increasing numbers of students are using better study habits and requesting assistance.

Program participants have increased interest and GPA. We believe program activity, regular contact, work experience, and increased opportunity and potential for employment are incentives for better study and GPA.

Campus Representatives

The campus representative program is gaining in popularity with increases in the number of students applying to be representatives at universities, colleges, and high schools. Responsibilities of campus representatives have been gradually increased with additional duties added this year. The following form letters give information and suggested duties for college and high school representatives.

Being a high school campus representative provides students an opportunity to enter the IRDI Program, gain experience, improve confidence, and promote leadership ability. Many campus representatives attend the annual college orientation program and proceed on to a university of their choice and become university campus representatives. Sophomore and junior high students attending the college orientation program request an opportunity to become the campus representative for their high school for the following year.

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

To: High School Counselors, Liaisons Officers, Students and others.

Re: High School Representative for Indian Resources Development and Internship Program (IRDI)

We need a good outgoing Indian student representative in your high school to assist with the coming school year's IRDI Programs to explain the program and benefits to students, faculty, and others for proposed college majors in agriculture, natural resources, sciences, engineering, energy, geosciences, mining, minerals, management, business administration, economics, accounting, marketing, statistics, communications, environment, and related majors. We offer training, work experience, and supply the student with information, brochures, and material.

The amount of time and work required is limited. We pay $25.00 twice a year on or about December 10 and May 10 for services rendered.

Suggested types of services would be:

1. Contact and discuss the IRDI Program with Indian students, and other Indian people who plan to go to college and provide them with brochures, information, and assistance.
2. Regular contact with high school liaison officers, counselors, officials, and teachers on IRDI Program information.
3. Arranging meetings with students, counselors, and others on my periodic visits to your high school or community.
4. Contact with tribal, pueblo and BIA scholarship officers and counselors on scholarships for students planning to attend college.
5. Provide information to teachers, counselors, students, and others on summer programs at universities and colleges for Indian students.
6. Assist with recruiting high school students for Summer College Programs.
7. Other contacts as requested.
8. Other assistance as needed and agreed to.
9. Preparing and sending a monthly report on activities related to IRDI, contacts, meetings, accomplishments, questions needing answers, requests for information, suggestions, and requests for material.

My contact will be by phone calls, letters, and periodic visits, possibly one or more times each semester.

We will supply college and university brochures on majors, and other information needed. Material furnished will be primarily for universities and colleges in your state. Information on institutions in other states will be sent on request and we will provide:

1. An attractive sign or signs to place in the counselors office and/or other desirable places listing the campus representatives.

2. We will provide adequate calling cards providing a place for the representatives' names and other information.

The enclosed brochure and application on the Indian Resources Development and Internship Program gives information on the program.

Program benefits for college students include, but are not limited to:

1. Travel opportunities.
2. On-campus work/study opportunities for pay usually as a part of university work/study aid.
3. Choice of majors and universities.
4. Selected college participants may attend the expense-paid annual Indian Leadership Seminar, other seminars and field trips.
5. Off-campus summer work experience assignments for pay.
6. Co-op six months or a semester work experience assignments off campus for pay rotated with six months or a semester of on-campus college study annually after completing the first year of college.
7. Graduate study opportunities, masters, and Ph.D. with related work experience assignments for pay including part-time employment and/or teaching and research assistantships in universities of the graduate's choice.
8. Postgraduate training positions and job placement assistance.
9. Advise, guidance, and counseling.
10. Opportunity to participate and serve as IRDI representative for pay while attending universities and colleges.

Students eligible to participate in the IRDI Program include college-bound high school students and graduates, present college students, drop-outs who want to return to college, and college graduates who want to work on Master's and Ph.D. degrees in most areas of natural resources, economics, energy development, operation and management in colleges of agriculture, business, economics, engineering, mining, natural resources and colleges with related majors.

We are looking for good students who are serious about career preparation, a 2.5 or better GPA should be maintained in high school and college. We have lots of help for those students desiring to become professionals.

Those interested in serving as an IRDI representative for your high school, tribe, or community, please advise us by phone or letter. If you have questions or need further information, please don't hesitate to call me collect at telephone number (505) 646-3224, or write to: NMSU, Box 3169, Las Cruces, New Mexico, 88003. Please use attached envelope for reply.

Sincerely,

Russel E. Kilgore
Program Director

REK

Enclosure

COLLEGE OF AGRICULTURE AND HOME ECONOMICS

DEPARTMENT OF AGRICULTURAL ECONOMICS
AND AGRICULTURAL BUSINESS
Box 3169/Las Cruces, New Mexico 88003
Telephone (505) 646-3215

Re: University and College, tribe and community Campus Representatives, for the Indian Resources Development and Internship Program (IRDI)

Dear Colleague:

The IRDI Program needs one or more student representatives on your campus for the coming school year to assist with the Indian Resources Development and Internship Program. An IRDI representative may also be desirable for your Indian tribe and communities. (Copy of program brochure, application and my card are attached).

The amount of time and work required will be limited. We will pay $50.00 twice a year on or about December 10, and May 10, for services rendered. A reasonable payment could be arranged if the summer quarters or sessions are also attended and for tribe and/or community representatives during summer periods.

Suggested services would be:

1. Contact and discussing the program with Indian students.
2. Contact with university officials, counselors, faculty and others.
3. Arranging meetings with students and faculty on my periodic visits to your campus.
4. Contact with student participants on the Annual Leadership and other Seminars and field trips.
5. Contact with student participants on work experience assignments and cooperative education assignments.
6. Contact with the tribal higher and BIA education officers and education counselors for your campus.
7. Possible contacts in your home community explaining the program to students, tribal members, leaders and others.
8. Keeping an up to date list of Indian college students on your campus, addresses, phone numbers and changes, majors, and assistance needed by students and others.
9. Making monthly report of program activities.

We will provide you with information and brochures on college majors, job opportunities, attractive signs for placement in selected locations listing you as the IRDI representative and calling cards for your use. My contacts with you would be by phone calls, letters, and periodic visits. Possibly one or more each semester.

If you would be willing to assist, please write or call me collect at (505) 646-3224. If for some reason you cannot assist, please suggest another person who may be interested.

Sincerely,

Russel E. Kilgore

Russel E. Kilgore
Program Director

Dissemination of Program Information

Presentations On and Program Activities and Benefits

Part of the program's success is due to effective dissemination of program information to and through Indian tribes, universities, high schools, agencies, students, and the general public.

Staff members and representatives meet one or more times annually with universities, colleges, and high school students to explain the program benefits and procedures. Regular contact is made by written correspondence and telephone with students, participants, and potential participants.

Participant recruitment and dissemination of current information is a continuing process through informative meetings, news releases, letters, phone calls, and increasing numbers of referrals by participants, students, Indian tribes, and others. State, university, and high school representatives recruit on group and on a one-to-one basis. Several universities and colleges have established recruiters who assist with recruitment of Indian students for this and other programs.

This year, in order to promote the program and benefits to Indian college students in the expanded area, state, tribal community, college and high school representatives were recruited to assist with informational activities. Response was excellent with the program receiving wide-spread publicity and requests from tribes and Indian students for information and assistance.

It is hoped, with the present momentum, that each state, university, college, tribe, and high school will provide greater assistance and possibly establish programs of its own suited to its needs and situation.

Navajo Higher Education University Consortium

The Navajo Higher Education Program sponsors cooperative programs with universities and colleges with Navajo students in attendance to enhance and improve college academic education for Navajo students. The program has operated for several years with activities being refined to attack difficult problems. Concrete results have been achieved including greater cooperation among cooperating institutions. The IRDI Program continues assistance to the consortium efforts.

Trust and Indian Real Property Management Degree Program

As a result of requests from Indian tribes and the Bureau of Indian affairs, the College of Business Administration and Economics at New Mexico State University is initiating an undergraduate degree program, entitled, Trust and Real Property Management. Several federal and state agencies have expressed interest in the program, offered to hire graduates, and to provide work experience and cooperative education assignments for students as a part of program activities.

Advice, Guidance, Counseling, and Academic Assistance

One of the early reasons for considering the establishment of the IRDI Program was due to the few numbers of Indian students majoring in natural resources, energy, economic development, and related science degree programs in agriculture, management, engineering, mining, and environment.

The objective of more students in these majors is improving. One of the problems involved is up to date, current counseling and advice to

high school students and, in some instances, college students. While some improvement is being shown, a concentrated program is necessary to solve the problem.

Indian Resources Development Institutes

In pursuing the Internship portion of the IRDI Program, it has been apparent that only one phase of Indian resource development was being attacked. Very little basic research had been conducted on difficult problems and matters, and universities have not been able to fully extend their talent and facilities to solving problems hindering greater achievements.

With this in mind, seventeen Land Grant Universities met in Denver, Colorado, in February, 1980, to discuss the problem and propose establishment of Indian Resources Development Institues in each state with Indian population and natural resources desiring to participate in federal/state funded institutes to provide increased resource education, research, and technical assistance to Indian tribes and tribal members.

Considerable interest was expressed, including a desire to proceed by each university taking on the responsibility of providing information and assistance to Indian tribes, state, and federal legislators. While several representatives preferred to move with care and caution, considerable activity has developed, including enactment of institute legislation by New Mexico, introduction of an institute bill in the United States House of Representatives, and preparation of a revised bill for introduction in the United States Senate.

Considerable additional effort is required, including information and benefits dissemination to Indian tribes, federal and state legislators, and others involved.

Special Project Needs

There are several areas needing special and increased assistance. Some of these are: (1) refinement of the IRDI Program to meet special needs and improve activites, (2) improved graduate study opportunites, (3) a procedure to arrange for Indian students to enter veterinary medicine degree programs, (4) encouraging Indian college students to major in needed areas of forestry, pest management, engineering, agricultural sciences, mining, and management.

Program Problems

Major problem areas include funding sources, ability to serve mounting requests for assistance, getting more Indian students to major in science areas with increased opportunities, improving grade point averages (GPA), improving retention of Indian college students, conducting an effective massive program with limited staff and facilities.

Program Accomplishments

Program accomplishments this year include continuation of our effective recruitment activites as requests for program information and assistance continued to increase. Extension of program benefits to additional states, tribes and tribal members continued. Increased contacts were made with Indian tribes, federal and state officials, companies, and industry. This has been done by conducting the successful American Indian Leadership and other seminars, conducting the high school orientation program, assistance to Indian high school students on summer programs at universities and colleges. Contacts and presentations to many more high

schools, universities, and colleges were also made. There are over 400 active program participants. Approximately 250 students participated in summer work experience and cooperative education assignments. More than 125 representatives and many volunteers assisted with the program activities.

Program Activities Proposed for the 1980-1981 Fiscal Year

We plan to continue and expand program activities for the coming fiscal year. Program activities will also be refined and improved to meet changing needs. A major function will be recruiting for, selecting, and training and Indian Program Director, Assistant Director, Program Officer, and Administrative Manager. Selection of and training these Indian Officers will permit effective program operation and management. Continued and expanded use of program and campus representatives should aid in achieving program objectives. The present Program Director desires to reduce time spent on administration, recruitment, and routine program functions and spend more time on specialized activities such as the graduate, veterinary, pest management, and agricultural sciences program functions. He desires to spend more time on advisement, counseling, majors, GPA improvement, and retention. Should the Indian Resources Institutes materialize, considerable time and effort will be required. We desire to improve the American Indian Leadership and other seminars and orientation programs and make them more effective. We plan to prepare and circulate a list, description, benefits, and requirements of summer programs for Indian high school students. Many universities and colleges conducted summer programs this year without meeting their quota of students, while at the same time, many Indian students desiring to

attend summer programs did not have adequate timely information to apply, be accepted, and attend.

We plan to conduct a careful review of program activities during the year, eliminate less productive functions, concentrate on the most effective measures and add functions believe necessary to achieve goals. We plan to review activities of program participants and applicants to determine their present status and accomplishments. This procedure should be helpful in determining activities necessary in achieving program goals. We plan to work with employers, Indian tribe, federal and state agencies to prepare a list and description of college majors desirable for Indian college students for them to have better information on career selection. This information will receive wide distribution including presentations to high school students.

Budget Plans

Budget information and plans will be submitted to sponsors as separate documents. Conservative use of funds, cooperative efforts, voluntary assistance, extensive use of program participants and campus representatives permits effective use of available funds.